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ABSTRACT

This document contains descriptions of projects in vocational education, including home economics and industrial arts, which were developed by participants in workshops for nondiscriminatory curriculum development training. The first seven chapters describe projects dealing with (1) high school program planning (vocational enrollment survey, curriculum planning using teacher/student questionnaire, advisory committee role), (2) public relations: information and affirmative action (school-wide displays; classroom presentations; reaching other staff, parents, and the community), (3) working with elementary students (awareness lessons, fifth-grade career education media project, sixth-grade project in preparation for junior high), (4) integrated units for junior/high middle school (introductory home economics units, creativity through sewing, household appliance use, beginning wood-working), (5) team approaches to integrated/vocational education (exchange programs, freshman cycle program, unified arts programs), (6) high school units (introduction to electricity/electronics general car care mini-course; father role in child development; home management, housing, and human development; clothing and textiles for the sports person; business education awareness unit), and (7) career education (role models and nontraditional careers, hands-on projects, careers in clothing and manufacturing). Chapter 8 describes a successful sex desegregation program. Appendixes, amounting to approximately one-half of the document, contain materials related to the various projects and arranged under the same headings. (YLB)

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STRATEGIES FOR EQUALITY: VOCATIONAL EDUCATION, INCLUDING HOME ECONOMICS AND INDUSTRIAL ARTS

VOLUME II

Training Institute for Sex Desegregation
of the Public Schools
Division of Continuing Education
Federation Hall, Douglass College
Rutgers, The State University
New Brunswick, New Jersey 08903

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The Training Institute for Sex Desegregation of the Public Schools at Rutgers University is sponsored by the Division of Continuing Education. The purpose of the Institute is to improve the ability of school personnel to deal effectively with educational change mandated by Federal and State sex desegregation laws. Activities include training for all levels of staff to promote equal opportunity, as well as specialized workshops dealing with curriculum in specific subject areas.

* * * * *

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INTRODUCTION

The purpose of this publication is to share the ideas generated at a training and curriculum development course in sex desegregation of vocational education classes, sponsored by the Training Institute for Sex Desegregation of the Public Schools at Rutgers University. This course was designed to help teachers and supervisors implement the provisions of Title IX of the Educational Amendments of 1972, N.J.A.C. 6:4, and the Education Amendments of 1976 PL 94-482, which revised the Vocational Education Act of 1963.

Title IX prohibits discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance; it requires equality of opportunity for students, including equal access to programs and facilities, and equality of opportunity in employment.

New Jersey's Equality in Educational Programs, N.J.A.C. 6:4, prohibits sex discrimination in educational programs and activities in the public schools, and mandates that each school district develop affirmative action programs and implementation schedules. The section on school and classroom practices includes the following:

> a. No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.
>
> b. There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.
>
> c. No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

In addition, through the passage of specific legislation, Education Amendments of 1976 (Public Law 94-482), which extends and revises the Vocational Education Act of 1963 and the Higher Education Act of 1965, etc., equal opportunity in vocational education is mandated. The elimination of sex bias and sex stereotyping is designated as a priority for vocational education because, although the need for vocational training is universal, many vocational subject areas are still sex-segregated.

While this mandate for change is a legitimate response to the demand for equal education, vocational educators may have difficulty finding materials and techniques that are appropriate to both sexes, thereby challenging them to be creative in a new dimension. Moreover, an explanation of the rationale and program for nonsexist vocational education may be met at the outset with opposition from parents, community members, and students. In order to meet both legislative requirements and the student needs, these teacher-developed projects should be of benefit to other teachers who are integrating their programs.

A total of sixty-four teachers and supervisors from school districts in New York and New Jersey participated in two sets of curriculum development workshops in 1977 and 1978. Both comprehensive kindergarten through twelfth grade schools and vocational high schools were represented. Because the subject areas taught by the workshop participants also included a cross-section of vocational programs, the course served as a vehicle for participants to exchange viewpoints and activities. Many participants did individual projects, but the participants were encouraged to work together in their own district to strengthen the project, especially when scheduling was congenial for team teaching-student exchange.

The Institute wishes to acknowledge the help of Dottie Cox and Susan Nash, who provided coordination between the Institute and the school project sponsors. Frances Kolb and Fredrica Glucksman provided the editorial and publication work. A special thank you goes to Jean Grabenstein, who did all of the typing and page layout and whose services are always beyond what is asked for.

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CHAPTER I

PLANNING FOR HIGH SCHOOL PROGRAMS

Beverly Dash and Simon Reicheg
Paramus High School

Hester Deas and Marie Folena
County Technical-Vocational High School

Louis Horvath
East Brunswick School District

Any new or modified program must begin with planning that involves all of the affected school and community groups. The optimum planning for change should involve the participation and support of as many leaders and interested parties as possible, both to enlist their support and to gain their insights and opinions. As more participants and leaders become involved in developing new programs, they will become supporters and transmit the new ideas, thereby creating a ripple effect.

Because affirmative action often conflicts with time-honored traditions, such program planning is especially crucial. The New Jersey Regulation mentioned in the Introduction has several provisions which require that school personnel inform, involve, and gain the support of a wide spectrum of the community; N.J.A.C. 6:4-1.3 states that "The school district shall inform the community it serves of this resolution . . .;" and where new programs designed to eliminate discrimination are being developed and adopted, the regulation states, "Community involvement in this process shall be encouraged."

Survey of Vocational Enrollment

Successful change requires careful planning. The problem must be defined; needs, identified; goals, set; and a course of action, outlined. To gain a statistical information base for future program planning, Hester Deas and Marie Folena, of Passaic County Vocational-Technical High School, surveyed the school population in order to find out how much, if any, progress their school had made in sex desegregation of courses since 1970, when the school became coeducational.

Activities: A student questionnaire (see Appendix B-I) was developed. Its purpose was to determine how students in the Passaic County Technical-Vocational High School felt about employment opportunities in today's society and how the present course offerings in occupational training met the needs of the student body. The questionnaire was filled in during English classes; the answers were collated by the Business Occupations Shop. Other departments helped in the presentation and printing of data as well.

Evaluation: The results of the survey showed that despite a coeducational program, course enrollment still was highly sex-segregated. The information, notwithstanding the negative results, has many uses:

1. To provide guidance counselors with up-to-date information about the effectiveness of vocational counseling practices.
2. To provide information suitable for comparative attitudinal studies, based on sex, race, and ethnic background.
3. To help the administration accurately assess students' vocational interests as they relate to the job market.
4. To help the administration in planning future vocational offerings.
5. To aid guidance counselors in re-evaluating the equity of their present rationale for assigning students to shop areas.

Curriculum Planning Using a Questionnaire for Teachers and Students

In East Brunswick High School, Louis Horvath surveyed 1300 industrial arts and home economics students and 150 faculty members to determine student and teacher priorities for everyday survival skills. A new, team-taught course will be based on the survey's results.

Activities: Mr. Horvath developed a questionnaire based on suggested content areas culled from teachers of both industrial arts and home economics. Then these lists were circulated to all of the high school teachers, who were asked to rank the items in order of importance (see Appendix B-I for a copy of the cover letters and the survey forms). The same questionnaire was then given to 1300 students with instructions to rank the items according to their feelings about the importance of each. The results will be used to formulate the objectives and activities for the new course in survival skills. Plans call for a team of teachers from both home economics and industrial arts to conduct the course. (See Appendix G for other new curricula for high school integrated courses.)

Evaluation: Interest in this new, senior-level survival course was stimulated through the wide participation of both students and teachers in program planning at its inception. Since it is not often that both students and teachers are asked to express opinions about course content as it relates to their own needs, the results should be a course uniquely designed for the needs of the target population.

Problems were found, however, in the format of the questionnaire because it was not easily quantified. Anyone interested in a similar method of program planning might wish to use a different method of organization for the questionnaire, facilitating efficient processing of the answer sheet. (See Appendix B-II for course surveys.)

The Role of the Advisory Committee in Program Planning

A key group in program planning in vocational education is the Advisory Committee. Enthusiastic, informed, and hard-working advisory committees can lend support to the introduction of new programs, can provide feedback on the needs of industry as they relate to these programs, and can help in job placement for students interested both in traditional and nontraditional careers. Because Beverly Dash and Simon Reicheg, Paramus High School, were aware of these committees' importance and of their frequent underutilization, they made their advisory committee a vital part of their affirmative action project.

Activities: A special affirmative action workshop was held for Advisory Council members. Invitations and a tentative agenda were mailed to members of the Council, the Principal, the Vice-Principal of Curriculum, and the Coordinators of the work program. Follow-up, personal calls assured attendance. The two teachers then decided on the following goals for the meeting:

1. To create an informal working atmosphere;
2. To begin consciousness raising in affirmative action but on a small scale: the degree of readiness of the various employers was unknown;
3. To present an overall view of the societal issues and employment practices in affirmative action;
4. To present information that would clarify the school position and its needs as an educational institution operating under Title IX and N.J.A.C. 6:4;
5. To foster in all the Council members a genuine feeling of involvement with the school and the community affirmative action needs;
6. To prepare goals for 1978-79 with the Council's assistance.

Individual packets were prepared and labeled with members' names. Seating arrangements placed each employer next to a coordinator. After an introduction, the film, Increasing Job Options for Women, was shown (see Bibliography for a description of the film). Simon Reicheg then explained the Education Amendments of 1976 and Title IX, and their implications for education; Beverly Dash followed with information from Superintendent of Schools Paul Shelley's official report to the State Department of Education Office of Equal Educational Opportunity about the Paramus affirmative action program and its implementation.

Evaluation: The group discussion which followed the formal presentation was both revealing and gratifying. Employers surprised the program planners by their readiness and willingness to promote tangible affirmative action programs. Two employers from large companies admitted that governmental regulations originally had forced the issue, but now they had been totally converted to "nontraditional" female employment because of the competency women displayed in these new jobs. Managers of the smaller firms expressed regret that women were not applying for the "dirty jobs" (i.e., auto body repair).

The Council employer members came up with a variety of suggestions which will be the core of the program's goals for the coming year.

1. To present programs on nontraditional jobs to the students in the middle schools to stimulate changes earlier in the developing years; to follow-up with programs in the senior high school;

2. To invite small groups of employers (about ten) every few weeks for affirmative action round table discussions, thus gradually spreading the program to many employers in the community;

3. To attempt to recruit women for nontraditional jobs in the schools, i.e., female industrial arts teachers, maintenance workers, and administrators;

4. To make more use of the Chamber of Commerce's list of employers willing to speak to students on nontraditional employment career possibilities;

5. To invite staff and students in other academic areas to sit in on round tables and guest lectures.

After reviewing the workshop, the feeling of coordinators, employers, and administration was one of genuine accomplishment. Both employers and school staff understood the program. Real cooperation among members of the Advisory Council was established; realistic goals for the coming year were set.

CHAPTER II

PUBLIC RELATIONS: INFORMATION AND AFFIRMATIVE ACTION

John Borden
Linden School District

Margaret Coppola
Newark Public Schools

Marguerite Cryer
South Orange-Maplewood School District

Carol Gabriel and Kenneth Howlett
Monmouth Regional High School

Gloria Goff and Fred Puhlfuerst
Spotswood School District

Kenneth Lehmann
Pascack Valley Regional High School

Irving Mitzman
Newark Public Schools

Joyce Weinheimer
East Windsor School District

Orville Williamson
Branchburg School District

Public relations programs should publicize the benefits of vocational education courses to students, parents, community leaders, employers, and other teachers. In addition, these people must be made familiar with both the requirements of the laws on equal educational opportunity and with the affirmative action steps needed to correct past inequities. Simply opening courses to both boys and girls is not enough to correct the results of past segregation, since people will continue to hold stereotyped views about the various courses. Further, the New Jersey Regulation, as mentioned earlier, requires that community involvement and publicity about affirmative action occur at every step in the process.

Information projects can take many forms and can be aimed at many different audiences—from the general public to specific groups. Methods used can include audio-visuals, displays, speeches, meetings, and newspaper articles. The possibilities are reflected in the projects which follow.

School-Wide Displays: For Middle and High Schools

Three teachers, Irving Mitzman, Newark Public Schools, Orville Williamson, Branchburg School District, and Ken Lehmann, Pascack Valley Regional School District, selected the bulletin board as their vehicle for intra-school education about vocational programs. Each chose a bulletin board located far from his department. The intent was to reach the entire school population. Current photographs of students were selected to show both boys and girls at work together in industrial arts, auto mechanics, and electronics. The title of Mr. Williamson's board was "Industrial Arts: Girls-Boys Applying Methods of Industry;" Mr. Lehmann's, "Join the Now Generation in Industrial Education." One suggestion for creating continuing interest in the bulletin board is to change the pictures frequently to keep the bulletin board active.

Although these bulletin boards were developed for the high school and middle school level, this project also can be used to inform community members if the bulletin board can be seen by visitors as they enter the school. It could also be set up in a middle school to serve as an advertisement for the learning activities in these courses shortly before students make course selections for the following year.

Another hall display project, created by Carol Gabriel and Kenneth Howlett of Monmouth Regional High School, was entitled "Jobs You Can Do." Designed to appeal to media-oriented teenagers, this project used media in an eye-catching manner at the same time that it provided them with information about jobs in nontraditional areas.

Activities: Slides taken of students working in nontraditional jobs were coordinated with popular music, natural sound effects, and dialogue, and then combined in a short, sophisticated electronic hall display, activated as students walked past it. This display was designed to highlight a different job area each time it was activated.

The objectives of this project were:

1. To develop an awareness of possible nontraditional jobs in home economics and industrial education;

2. To develop a sound-slide "commercial" of workers in two nontraditional job areas;

3. To interest students in courses which prepare for nontraditional jobs.

As with other hall displays, this one could be used in a variety of other ways in order to reach a wider audience:

- As a showcase in a store window;
- As a local television commercial to spur awareness of nontraditional careers on the part of the public;
- As a presentation to the school board;
- For a back-to-school night;
- As part of a vocational education week in the school or community;
- To recruit for co-op and career classes.

Evaluation: This project requires an electronic expert to synchronize the tape and slides and to set up the wiring (see Appendix C-I for detailed information). Fortunately, many schools may have such a person as a member of the vocational staff. Anyone wishing to replicate this project should consider the following suggestions:

1. Set up the showcase in a well-lighted section of a hallway;

2. Include clear, concise explanations of any area of work about which you wish to inform students;

3. Include 5 W's: "who," "what," "where," "when," "why," and "how" in explanations;

4. Have each set of examples last only a few seconds, thus students are not detained too long;

5. Since the first impression and getting students' attention is important, use an attention-commanding device: Star Wars music, flashing strobe lights;

6. Appeal to both sexes, not only the one the slides in that section are aimed at;

7. Show a variety of ethnic backgrounds;

8. At the end of each section invite students to stop by on their next trip past this showcase for more information;

9. Inform students about ways to sign up for courses. (See Appendix C-I for creation and operation of slide show.)

Classroom Presentations: For Junior High and High School

Because the use of audiovisuals is a highly effective way of getting a message across, Gloria Goff and Fred Puhlfuerst, Spotswood School District, developed a slide presentation which showed boys and girls working together in home economics and industrial arts classrooms. The activities were then related to future job situations. This project focused on boys and girls working in nontraditional areas and encouraged students to enroll in classes based on their interests, not on their sex. Moreover, the project linked the classroom to the world of work, which is one of career education's goals.

Margaret Coppola, Newark Public Schools, created a slide-tape presentation on home economics-related occupations. All of the students who participated in the program appeared in the slides which illustrated the program's goals and operations.

Activities: All students in the home economics-related occupations program participated in the planning, organization, writing, and recording of the slide-tape program. The production process was a simulation of the work performed in the audiovisual production industry. Students decided which on-the-job slides to take to cover all of the occupational categories in the home economics-related field; developed the time schedule for the filming; and arranged for each employer's approval for on-site picture taking. After the pictures were taken, the students evaluated professional audiovisual filmstrips to guide them in their own production. They then selected the pictures to be included in their show, planned the sequence of the pictures, and wrote the script. The final step was synchronizing the actual tape recording of the script with the pictures. This slide-tape production can be used in the future to explain the goals and content of the home economics-related occupations program to prospective students, to parents and to employers in the community.

Evaluation: Since all of the students, both girls and boys, were involved in this project, they all acquired intellectual and practical skills (critical thinking, increased understanding of audiovisual production, communication of ideas, cooperative intergroup relationships) while they learned about the possibilities and interrelationships of the home economics-related occupational areas. Ultimately, this undertaking produced a highly informative presentation about the coop program and the jobs students have.

Another slide/tape presentation was created by John Borden, Linden School District, in order to recruit girls into the nontraditional vocational areas. His goal was to show women working in traditionally male areas while providing a rationale for students to select nontraditional courses in a vocational program.

Activities: Slides of women working in male-oriented jobs were taken. These were combined with slides showing women in the same jobs during World War II, slides of the vocational school facilities, and a narration.

Evaluation: Borden's slides depicted the ethnic backgrounds of local students. Multi-ethnicity and demographic diversity must be considered if students are to identify with such a presentation. This show now will be used in the district junior high to recruit girls into the traditionally male-oriented shops.

Reaching Other Staff, Parents, and the Community: For Junior High and High School

While audiovisuals are highly effective in presenting information, their drawback is that only a limited number of people can be reached at any one time. Marguerite Cryer, South Orange-Maplewood School District, mapped out a public relations campaign to reach large numbers of people and to enlist their acceptance for a proposed mandatory home economics program at Maplewood Junior High School.

Activities: A local newspaper reporter was invited to write an article on the home economics program. This invitation resulted in an article entitled "Sewing and Cooking: Not For Women Only," which explained why all students need home economics training. The pictures which accompanied the article included boys in a variety of home economics areas, such as child care and clothing construction. The timing of the article's release was planned carefully to coincide with the sixth grade parents' night, thus stimulating interest in the program before the parents arrived at the school and reinforcing the information presented that evening.

An evaluation process was built into this program from the beginning, not added as an afterthought. Letters and evaluation questionnaires for parents and students involved in the program were sent home periodically during the course (see Appendix C-II for samples of these letters and evaluation sheets). The returned parent questionnaires provided the built-in form for evaluation. Thus teachers easily obtained valuable feedback. (See Appendix F-IV for a newsletter of similar nature.)

Evaluation: The advantage of the newspaper article, letter, and evaluations was that parents and community were informed and involved in the planning and improvement of the program at every stage.

One problem, which was encountered in this project and which might be anticipated by other teachers who would want to use the newspaper strategy, was the negative reaction of teachers to the "invasion" of the reporter and photographer. They were afraid that the "off-the-record" chats with students might exaggerate negative reactions to the coed program. This was handled by discussing these feelings openly with the reporter and the result was a fair article, marked by the staff's and the principal's positive reaction.

Since guidance personnel are key figures in the enrollment process, Joyce Weinheimer, East Windsor School District, felt it was vital to enlist their understanding and support for her program. If guidance counselors are to encourage student selection of nontraditional courses, they must believe in the benefits of a particular course for their students. Often guidance personnel have only bare facts about course content, based mainly on course descriptions. For counselors to understand the entire program and to overcome the existing sex stereotyping, the dialogue between counselors and vocational teachers must be on-going.

Activities: Ms. Weinheimer's method for opening the lines of communication was to hold a luncheon, prepared and served by students in foods classes for the Guidance Department and several department supervisors. An open discussion of problems and programing of home economics courses related to sex stereotyping occurred.

Evaluation: Because counselors and department supervisors are directly involved in the decision-making process and are influential with students and parents, they must be supportive of the program goals, if the program is to be successful. All of the participants seemed positive about sex desegregation. The discussion generated many useful suggestions to alleviate current problems. This is also an excellent way for teachers to become familiar with the problems faced by guidance counselors in working with students, and to engender greater cooperation between the faculty and its Guidance Department. (See Bibliography and Appendix I for possible readings and materials to present similar sessions.)

CHAPTER III

WORKING WITH ELEMENTARY STUDENTS

Faye Fein and David L. Rothstein
Public School #24, Bronx Community District #10

George Howard
South Orange-Maplewood School District

Robert Patton
Union Township

Vicky Small
Tetard Junior High School, Bronx Community District #10

Since most vocational education programs begin at the junior high level or later, the integration of both sexes at this time may present a problem. Most sixth or seventh grade students already have developed a highly stereotypic image of the male and female roles and may be reluctant to select a course they feel contradicts their own masculine or feminine self-images. Because of this, elementary programs that seek to raise students' consciousness about the appropriateness of stereotyped activities and to enlarge children's perception of career options are key to any school efforts to eliminate gender bias.

Awareness Lessons for Elementary Students

In order to try to combat this early stereotyping, Fay Fein and David Rothstein, Bronx Community District #10, created a simple and easily replicable awareness lesson for eight- and nine-year-old children to convey to them that equal career opportunities are available to both boys and girls.

Activities: Ms. Fein and Mr. Rothstein selected five, third-grade elementary school classes in District #10, Bronx, New York. They visited each class and presented a program which began with a simple questionnaire designed to elicit some of the stereotyped role images about women and men which children tend to have at this age (see Appendix D-I for a copy of the questionnaire). After the questionnaire was administered, a film, The Fable of He and She, was shown to each class. This animated cartoon presents a story about people who must adopt new roles based on interests and skills, rather than stereotypic sex roles, in order to survive (see Bibliography for a description). Immediately after the film, the students completed a short questionnaire and then they discussed the film. Finally, in order to obtain more specific reactions to the lesson and to determine what they learned, individual students were interviewed.

Evaluation: All of the students enjoyed their involvement in the program. They were excited when given the questionnaire which asked them to make choices regarding sex roles and stereotyping. The questionnaires proved to be an excellent source of information about their views and also served as a basis for later class discussion. They highlighted the stereotypic views of sex roles that students--even at this early age--hold.

The film was humorous and helped to direct the students' attention to some possible activities available to boys and girls, either because of need, interests, or freedom of choice. The film was appropriate for third-grade students and proved to be a good motivational tool. At the conclusion of the lesson, the third-grade students indicated an awareness and understanding of the fact that boys and girls do have equal opportunities, thus demonstrating that such a lesson can begin to combat stereotypic thinking.

While one program by itself is not enough to change years of conditioning about sex roles, this seems to be an effective device in highlighting options workable to students and in measuring their awareness about future job options.

Robert Patton, a fifth-grade teacher in Union Township, also developed an awareness lesson using a Bill Cosby Kids film (featuring the Fat Albert Characters), entitled Do Your Own Thing (see Bibliography for a film description). He also used the questionnaire developed by Ms. Fein and Mr. Rothstein to introduce the lesson (see Appendix D-I for the questionnaire).

Activities: Mr. Patton has the following suggestions for activities:

- Before viewing the film, there is a need for explanation because the Fat Albert characters are well known to the children both for their fun qualities and for the social messages associated with them. Provide the children with an overview of the story, then ask the children to listen carefully for the main ideas in the story so that they can tell you what they learned afterward. Then have the children list and describe the main lessons in the film.

- Some of the questions to guide the children were: How was Penny treated by the boys? What did the boys think Penny could or could not do? What was Penny's attitude when Fat Albert won the baking contest? What happened when Fat Albert and Penny learned to play together?

- Have the class list the games that they feel both boys and girls can play. Compare the lists to see if both sexes like the same games.

- Ask the children why Fat Albert and the gang did not want Penny to play with them and if they ever act the same way in the schoolyard and in their neighborhood.

- Ask the children to think of the many similarities between boys and girls; for example, all have two hands and two feet; all live in houses or apartments; all like to play.

- Have the children draw pictures of boys and girls playing together, cooking, or engaged in other group activities.

- Select some new words from the film and include them on a word chart.

(Some other possible activities for elementary units are found in Appendix D-II and see the Bibliography for other sources and materials for elementary units.)

Evaluation: The students' responses to the questionnaire and their discussions afterward were more positive than the sponsor had expected. Characteristically, their response was that " . . . (career choice) depended on certain things, rather than a simple 'yes' or 'no.'" Overall, the children expressed the same values as the film because they believed that children "should do their own thing." However, when asked what they planned to be when they grew up, the stereotypic role images became evident: their career choices fell within traditional restraints. Few chose nontraditional occupations. If students are to think in unlimited terms about their futures, then nonstereotyped concepts will need reinforcement throughout their schooling.

Career Education--A Fifth Grade Media Project

George Howard, working with Ellen Crecca, Tuscan School, South Orange-Maplewood School District, collaborated on an extensive media project that brought guest speakers in nontraditional career areas to their fifth grade classrooms. It was an exciting project, involving many people, both in the school and in the community. The fifth grade students investigated the various career areas before the guest speakers arrived and planned interview questions for the speakers.

Activities: Women in nontraditional careers were identified and invited to speak to the class. During each presentation, the guest speaker discussed her job and then answered the students' press conference-style questions. Finally, the students formed "buzz groups" about each of the career areas. The speakers—chemists, legislators, scientists, engineers, veterinarians, biologists, telephone company employees, etc.—represented diverse, nontraditional careers.

Many other students and community people were involved, too. While the students interviewed the guest speakers, junior high students and CETA personnel videotaped each career session. The older students gained the experience of operating the videotape equipment and the production of tapes of quality sufficiently acceptable for public television. Teachers and administrators of the school were involved in the scheduling and coordination of activities. The videotapes were then played on the local television channel and now are part of the school file of materials on career education.

Evaluation: One result of these activities was a collection of highly useful videotapes which now can be used in other career education programs. Better school-community relations were fostered through the use of the public television system, which also allowed parents to have a glimpse of their children's classrooms.

However, the key outcome was the effect on the students who were exposed to information about the law regarding equality of opportunity and to nontraditional role models. This program should encourage students to look at the world of work from a more nontraditional view of males and females. In addition, students were able to participate in a hands-on experience in career education related to media production, and interviewing.

Future programs could focus more on blue collar workers and on men in nontraditional careers, areas not thoroughly represented here. (See Bibliography for some media that explores the role of women in blue collar jobs.)

Preparation for Junior High: A Sixth Grade Project

A student's transition from elementary school to high school is a milestone often accompanied by fears and anxieties, as well as excited anticipation. In order to prepare her students for this new experience, Vicky Small, a guidance counselor at Tetard Junior High, Bronx Community District #10, developed an assembly program for presentation to sixth graders, entitled "A Day at Tetard."

The goals of this project were:

- To orient the sixth-grade students to Tetard Junior High School;
- To dispell normal fears about junior high;
- To infuse career education, including education on nontraditional roles, into the discussion of the new school.

Activities: Slides depicting the junior high school's exteriors and interiors, and students in classes, hall, at lunch, and in special activities were taken. The school's varied ethnic population of the school, as well as the coeducational classes in nontraditional subject areas, was recorded as well. These slides were then integrated into an assembly program which was presented at the feeder schools. Commentary throughout the slide presentation and during the question and answer period emphasized the integration of the sexes throughout the school program.

Evaluation: Evidence of the success of this program was the invitations to Ms. Small to show the program to parents, and its inclusion in District #10's "Know Your Schools--Your Superintendent's Report To The Community."

CHAPTER IV

INTEGRATED UNITS FOR THE JUNIOR HIGH/MIDDLE SCHOOL

Janis Coss
Highland Park School District

Esther Crawford
Montclair School District

Norine Boyd
Livingston School District

Dean Gardlock
Sparta School District

Ruth Ockman
South Orange-Maplewood School District

Because the junior high-middle school level often provides the first introduction to industrial arts and home economics, it is vital that these vocational programs offer students exciting and meaningful experiences which do not cater to one sex at the expense of the other. As middle school girls and boys study both of these subject areas in increasing numbers, teachers must scrutinize and update the curriculum and the materials used in light of the needs of both female and male students. The New Jersey Regulation on Equality in Educational Programs mandates the integration of all courses in 6:4-1.5(e): "no course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status."

Teachers at this grade level have an opportunity to spark student interest and to cultivate new attitudes that will be expanded and acted upon in adulthood. The foundation for future career interests is set here. Several workshop participants developed new curricula that attempted to spark these interests and attitudes toward vocational programs.

Introductory Home Economics Units

One of several projects related to the introductory home economics curriculum was Esther Crawford's program guide for the Montclair Middle School. Because the current concern for "the basics" is sometimes made at the expense of the so-called special subjects, teachers in vocational education often have to provide a strong case for the educational importance of such subjects. Using an old State of New Jersey home economics planning guide as a spring-board for her ideas, Ms. Crawford developed a rationale for home economics that may be useful to all those who work in the field:

> - The role of home economics in the curriculum of the public school has never been more important than it is at present. Realizing that what is essential today will be obsolete tomorrow has caused educators to emphasize basics that will survive, despite any upheavals that may occur in our culture. Projections for the future of students, whether college-bound or high school terminal, should include the need for stable, comfortable and healthy homes that will continue to be vital to the advancement of our society.
>
> - The needs of our school population are changing because of social and economic conditions. Preparation for survival is of the essence in home economics in order to build a foundation for future learning and living. In home economics a curriculum should be designed to transmit the underlying basics of its various areas. The home is the anchor of all phases of adjustment toward productive acceptability and constructive development.
>
> - Since a townwide curriculum is nonexistent (in Montclair) at the middle school level, there is a great need to articulate the programs in grades K-12.

Moreover, continued legal pressure to assure sex integration in home economics is another reason for developing a sound curriculum that meets the needs of students whose age level is characterized by wide differences in size, skills, interest, and maturity.

The scope of a middle school's home economics curriculum should:

1. Suggest effective ways of meeting the needs of students at the various age, sex, and grade levels;

2. Show the relationship of home economics to other disciplines in the total educational program;

3. Encourage a sequence of learning experiences that are flexible but basic throughout grades 6-8.

To increase enrollment in elective home economics, Norine Boyd, Livingston School District, planned a voluntary experience in home economics for seventy-five junior high students in a study period.

Activities: Students, of whom sixty percent were male, volunteered to give up some of their study period to participate in this introductory home economics experience. Ms. Boyd prepared a variety of mini-lessons in several areas of home economics, including foods and nutrition, sanitation and safety, clothing and textiles, consumerism, and family living. The methods used included a bulletin board on careers in these areas, various charts, and demonstrations. Below is a list of the topic areas covered:

Snack foods: use of broiler and oven

Basic four foods

Planning a party meal

Clothing repair: hem, button torn seam

Home economics areas and careers

Safety in the home: in the kitchen, and other areas

Food testing

Using a recipe

Textiles: tie-dying, buying a t-shirt or jeans, labels

Consumerism: creating and analyzing an advertisement

Evaluation: According to the project sponsor, male enrollment in home economics courses for the next year increased after this activity. This evidence demonstrates that the mini-course stimulated interest in home economics courses. Students were generally positive and excited about the activities involved.

Creativity Through Sewing

Ruth Ockman, South Orange-Maplewood School District, initiated a clothing unit for seventh grade girls and boys called "Creativity Through Sewing." Using school supplied materials, each student made a regulation-sized football (fur-like fabric). This first project demanded the mastery of sewing machine basics. Students then were allowed to select a project for which they supplied their own materials. Possible projects for the second activity included:

Vest (fitted): Simplicity #7701 (boys) #8013 (girls)

Vest (loose, quilted): Simplicity #7607

Stuffed dolphin: Simplicity #5778

Creative stitchery on jeans

Applique on jeans, jackets, pillows, wall hangings: assorted fabric textures, stitch witchery, zig zag stitch on sewing machine

Initial pillow—Simplicity #8139

Tote Bag—Butterick #4900

Needlecraft, such as needlepoint or crocheting

Note that a simple standard project was used first. After the students mastered the basic concepts, then they were allowed to select from a variety of projects which would appeal to both boys and girls. (For other courses in stitchery and clothing, see Chapters V and VI, Appendixes F, G, and H.)

Household Appliance Use

Although middle school students often have little, if any, knowledge about household appliances, it is difficult to fit instruction about the use of many appliances into an already overflowing curriculum. In order to add instruction on a household appliance to the existing curriculum, Janis Coss, Highland Park School District, developed a self-instructional worksheet on the washer and dryer for the girls and boys in her sixth grade integrated home economics classroom.

Activities: Students were given the worksheets. They worked on the sheets at their own speed during the time assigned for needlecraft projects. This allowed student flexibility and a constructive break from the needlecraft projects when they got tired of them (see Appendix E for copies of the worksheets). After the students finished the worksheets, the evaluation was a verbal problem-solving test that demonstrated their understanding of the appliance's use.

Evaluation: Students were eager to complete the worksheets and gave positive feedback following the activity. One boy commented that he was now doing the wash at home. In addition to providing training in an essential skill, this project helps to break down the stereotyped thinking (i.e., only women use washers and dryers), especially since the project was done with a young group of students. Further, this self-paced method of instruction gives students the confidence to use appliances. Since they could work on the instruction sheets at their own speed, they had time to master the information presented.

A problem might arise in using this self-instruction method with students who have severe reading problems. To combat this problem, the wording of the instructions for use of the appliances would need to be modified.

Beginning Woodworking

Dean Gardlock, Sparta School District, worked on a beginner's course of study for girls and boys in a seventh-grade woodworking unit of industrial arts designed to provide students with experience in hand tools and some power equipment while using different kinds of woods, the course will meet five days a week for nine weeks. Common materials and fasteners were included so that students would develop an understanding of problems in assembly. Students will also be exposed to both isometric and orthographic projections and to the development of a simple shop sketch.

Some of the goals were:

- To provide exploratory experiences in woodworking;
- To teach students correct and safe use of woodworking tools and equipment;
- To provide students with appreciation of good design and good workmanship.

Some of the student objectives were:

- To select, enlarge and transfer a design to wood;
- To learn safety practices in use of power tools and pass a performance test;
- To learn how to use various hand tools;
- To learn how to finish wood.

Some of the possible projects were a corner shelf, a pine tray, and a memo roll holder. These projects, as well as the activities involved, cannot be linked to a stereotypic sex role.

CHAPTER V

TEAM APPROACHES TO INTEGRATED VOCATIONAL EDUCATION: JUNIOR HIGH/MIDDLE AND HIGH SCHOOL PROJECTS

Diane Cedeno
East Windsor School District

Joan Lowy and Warren Lieberman
South Plainfield School District

Alice Micone and John J. Freeman, Jr.
Union Township School District

Paul Perna and Bea Horey
Glen Ridge School District

Richard Siegel
New Providence School District

Alma Singleton
Willingboro School District

Because home economics and industrial arts classes often are scheduled for the same grade level during the same periods, the teachers of these classes have a unique opportunity to pool their talents to reach a greater number of students than they would be able to reach individually. Team taught cycling systems and unified arts programs in some schools accomplish this end. In a unified arts program, the Departments of Home Economics, Industrial Arts, Art and sometimes Music develop a team approach. After commonalities and goals within the areas are identified and chosen, one theme is the basis for program planning and classroom activities. All students are introduced to the theme in a large group presentation. Then students select specific areas of concentration within each one of the four arts for smaller group classwork.

In a cycling system students spend a specific amount of time, e.g. one fourth of the year, in each of the arts areas. This method of scheduling insures an introduction to all the subject areas for each student, but it may mean that the teacher is not able to cover as much material as would be covered in a semester course.

Exchange Programs: For Junior High and High School

Several of the workshop participants used this scheduling opportunity to present introductory programs by exchanging students. Alma Singleton, Willingboro School District, arranged an exchange program with the Industrial Arts Department. Each seventh and eighth grade industrial arts student spent two class periods in the Home Economics Department engaged in an introductory, "hands-on" activity in foods and clothing. Thus the boys "tasted" the subject matter; the method entailed a minimum of classroom disruption.

At the high school level, John Freeman and Alice Micone, Union Township, also experimented with a topsy-turvy project: boys from a metals class switched classes with girls from a clothing class. The goals for this project were to encourage male enrollment in the clothing classes and to interest more girls in metal shop.

Activities: The activities, planned by Ms. Micone and Mr. Freeman, included a pre-experience survey, discussion about roles and the exchange program, a bulletin board display, and an exchange of students for two periods. The culmination was a post-experience survey (see Appendix F-I for a copy of the survey).

On the pre-questionnaire the general reaction of the students toward coeducational classes was positive. Yet the students revealed that peer pressure was a strong force against the election of nontraditional courses. They also indicated that if such courses were required, they would be comfortable in a coeducational setting. They affirmed that they did not see any limitations in coeducational classes concerning projects, standards, or comraderie.(See Chapters VI and VII for activities that might be used in such a unit.)

Evaluation: Because the time set aside for this project was short, it was only enough for students to begin thinking about broader options for themselves. The project did reveal that although students were more comfortable than the teachers had realized with coeducational settings, they were afraid to voice such views and to enroll in such courses because of peer pressure. Thus more time would be needed for such a project to overcome this reluctance and to reinforce the concepts covered by this experience.

Freshman Cycle Program

The cycling process is a method of scheduling classes whereby students spend a specific amount of time in each of the designated subject areas; e.g., students would spend one marking period in one subject area, the second marking period in another subject area, and so on, until they have covered all subjects. The advantage of this method is that it eases the teacher's planning load since the use of plans and materials can be repeated several times throughout the year. It also insures that each student will receive an introduction to all of the subject areas, rather than just those subjects that he or she elects. One disadvantage is that lessons must be planned with extreme care to insure student interest, involvement, and learning in the relatively short period of time alloted for each segment.

At Glen Ridge High School, a freshman cycle program in fine and industrial arts has existed for several years. Paul Perna and Bea Horey decided that the addition of home economics to the program would be an important improvement. In order to provide students with familiarity with the equipment and materials used, while also giving both boys and girls some basic skills in home economics in the short time period alloted, the teachers had to plan carefully in order to include both an awareness of the scope of the field and some activities in the area. Through this exposure to home economics, industrial arts, and the fine arts, students should gain an overview of the content areas involved and a base of knowledge from which to select future courses guided by interests and needs, rather than by the peer pressure previously discussed (see Appendix F-II for a similar course in home economics and photography).

Clothing and Environmental Arts, and Other Unified Arts Programs for Junior High/Middle School

A program of unified arts is a team approach to teaching and learning. The home economics, industrial arts, and art disciplines all cooperate. The advantages of this program are that its focus on the arts is integrated; it fits into the existing time frame; and it accommodates the same number of students previously in segregated programs.

New Providence (New Jersey) has an integrated program for these content areas at the junior high level. Richard Siegel developed a pilot program, "Clothing and the Person," which is part of the Unified Arts-Environmental Arts Program. The goals of this unit were:

- To strengthen the middle school arts curriculum;
- To deemphasize sexist attitudes toward clothing and textile concepts;
- To assist non-home economics teachers in lesson planning;
- To continue to stress the interrelationship among the arts.

The topics in this four-week program were:

A. The person's need for protection and comfort: why we wear clothing; what are the social forces affecting clothing choices; how do cultural events affect clothing; what are careers in clothing?

B. The person and the selection of clothing: art elements and shapes in clothing; use of colors; how to plan a wardrobe; how to select clothing that suits one's personality and coloring; and careers in cosmetics and accessories; importance of clothing construction; decisions involved in purchases; credit; clothing labels; consumer protection and careers in merchandising and retailing.

C. The person as a maker of clothing/accessories and crafts: skills in crafts; sewing machine and its care; use of other sewing equipment; and careers in textile technology; repair services.

Some of the activities in this highly imaginative unit were:

- Values clarification exercises concerning home economics and sex roles, including cultural differences;
- A look at multiple factors affecting fashion;
- Learning of basic shapes, colors, etc.;
- Comparison shopping;
- Analysis of labels, advertisements, commercials;
- A review of family buying habits;
- Development of a simple pattern;
- Making of various simple craft projects.

(See Appendix F-III for entire course outline, values clarification exercise and resources.)

Another school district with a unified arts program is East Windsor. Because Diane Cedeno, a home economics teacher, found that parents often misunderstood the program, she undertook a project to inform the parents of the junior high students about the offerings in the home economics area. She devised a newsletter whose scope included both unified arts and specific topics in home economics (see Appendix F-IV for a copy of the newsletter). Other teachers who are interested in the unified arts concept may find the information she has provided useful in planning their own programs.

Course Titles: A High School Project

Frequently, course titles suggest stereotyped images. This was heightened in the past by titles such as "Leisure Living for Single Men" or "Auto Mechanics for Girls." Because these subject areas have been geared primarily to one sex, even those titles that do not designate one sex or the other still project stereotyped images for students. For example, when a girl sees the title "Metal Shop," she tends to skip over it automatically because she believes this course is for boys. If the course had a different title, she might take a closer look at the course description to see if the course had something to offer her. This holds true for boys when they see a title such as "Interior Design" or "Child Care." Because of this, Joan Lowy and Warren Lieberman, South Plainfield School District, chose to survey students to determine the effect of the course title on student course selection.

Activities:

They surveyed two groups of seniors. The sizes of the groups were approximately equal. Each had a heterogeneous gender composition. The groups were to select ten out of twenty-seven course offerings that they might take if they were starting high school again. One group was asked to select courses from a list of standard course titles and descriptions taken from the catalog descriptions at South Plainfield High School. The second group was also asked to select ten out of twenty-seven courses, all of which had new titles developed by Ms. Lowy and Mr. Lieberman, and the same course descriptions as those given to the first group of students. These titles were intended to give a different impression of the same course. Only the titles were changed.

The titles used were:

STANDARD TITLES	ALTERNATE TITLES
Clothing and Textiles I	Fashions of the '70's I
Clothing and Textiles II	Fashions of the '70's II
Hand Tailoring	High Fashions
Machine Tailoring	Textile Manufacturing
Sewing for the Home	Function and Furnishings on a Budget
Foods I	Leisure Time Foods I
Foods II	Leisure Time Foods II
Advanced Foods	Gourmet Cooking
International Cooking	Foreign Affair
Home Decoration and Crafts	Creative Hands
Preparation for Marriage	Living Together
Bachelor Living	Independent Living
Basic Drawing	Line, Shape, and Form
Architectural Drawing	Housing of the Future
Machine Drawing	Industrial Design
Elementary Naval Architecture	Ships and Boats
Electrical Drawing	Energy Design
Sheet Metal Drawing	Metal Layout
Automotive Design	Cars of the Future
Engineering Drawing	Stress and Structure
Power Mechanics I	Under the Hood
Power Mechanics II	Grand Prix
Electricity	Energy and Control
Electronics	Future Power
Metalworking I	Contemporary Metals
Metalworking II	Metal Manufacturing
Woodworking (Basic)	Wood Craft
Machine Woodworking	Home Furniture Manufacturing
Construction, Manufacturing and Material Experimentation	House and Products
Graphic Arts and Offset Techniques I	Printed Communications I
Graphic Arts and Offset Techniques II	Printed Communications II
Graphic Arts Photography	The Dark Room
Cooperative Industrial Ed.	The World of Work

This list is not intended to suggest that the alternate titles are necessarily the best titles for courses. In many cases, the present course titles were the best descriptive titles for courses, but this study attempted to eliminate the stereotyped images often associated with the more familiar course titles. The hope was that students would read course descriptions carefully (see Appendix F-V for a copy of the course descriptions).

Evaluation: Interestingly, the results were not as expected; generally, the ranking of the courses selected was unaffected by changes in the course titles. This occurrence could reflect the survey's population, seniors who already have taken some of these courses may have ignored the course title in their selection. The results of this survey might have been different if the group surveyed had been high school freshmen or even junior high school students who do not have as broad a base of experience on which to base their course selection as the seniors had. Other teachers may want to try a similar type of experiment in their school with a younger age group to see what results can be achieved.

This list may also be helpful as a springboard for ideas if a teacher is looking for new course titles which can be used with revised courses of study.

CHAPTER VI

HIGH SCHOOL UNITS: NEW PRIORITIES

Barry Danziger *Franklin Township School District*	Chris Molson *Pompton Lakes School District*
Ann Grace *Linden School District*	Dan Radakovich *South Plainfield School District*
Richard Klawunn *Highland Park School District*	Catharine Whitner *Sparta Township School District*

If a program is to be successfully integrated, the teachers and administrators must examine closely the existing programs to see if they are valid for all students. Some of the questions to ask of courses and curricula are:

- Are the required projects of interest primarily to one sex?
- Is the career information presented in terms of only one sex?
- Is subject matter presented which has limited applicability to one sex?
- Do books, pamphlets, audiovisuals refer only to one sex?

If the answer to any of these questions is "yes," then revisions are needed. In some cases the course will not need drastic revision, but in others students may be avoiding certain courses because they feel that the content is irrelevant to their interests and needs. If the course is irrelevant to one sex, it is probably not useful for other students. Teachers will need to critique the courses they teach to eliminate the sex stereotyping, a cause of irrelevance, and, consequently, student avoidance.

Note that the New Jersey Regulation on Equality in Educational Programs requires such an evaluation process: "The local school districts shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed."

Introduction to Electricity/Electronics

Many people know little about electricity/electronics, though their daily activities require its use. Further, women traditionally have not chosen careers in this field. Richard Klawunn, Highland Park School District, developed a unit on electricity that he presented to a home economics class. The unit's thrust was to demonstrate shock hazards, and, secondarily, to provide comprehension of fundamentals of electricity. The ultimate goal was to show the students that electricity/electronics (home repairs-television and other appliance repairs) is a career open to women.

Activities: Mr. Klawunn began with a demonstration of what constitutes a shock hazard. His equipment was a test light made into the figure of a person, an extension cord, a light socket with a built-in short, and an E-Z receptical tester. Students were given an article, "Guarding Against Shock," from the 1978 Buying Guide Issue of Consumer Reports, printed by Consumers Union. (See Appendix G-I for a recent article about shock.)

Other activities were:

- Reading and class discussion on what job opportunities are available in the electrical field; and discussion of why women must prepare for the job market, including readings from the U.S. Department of Labor's Occupational Outlook Handbook, Jon J. Durkin's "The Potential of Women" (see Appendix G-II for copy of article) and Bea Mayes' "Women and Equality in the High School" (printed by Richmond College, City University of New York, Staten Island, New York);

- Testing an extension cord;
- Wiring and/or repairing a lamp;
- Wiring heavy extension cords.

(See Appendix I for other relevant readings.)

Evaluation: The home economics students, mostly female, discovered that they could work with tools and that electricity was not frightening if one understood it. Mr. Klawunn recommends that three, forty-five minute class periods--scheduled during the same week to maintain continuity--be assigned to this unit.

Such short units of concentrated activity can serve to whet students' appetites for more information on a subject. By seeking out his students, Mr. Klawunn hopes to see increased enrollment in a subject which students would not normally elect because of a lack of knowledge about the area. Such a unit could be used in an introduction to vocations course as well.

Mini-Course in General Car Care

Dan Radakovich, South Plainfield High School, developed a minicourse in industrial education for students who knew little about car maintenance and were not ready to sign up for in-depth work, but might take a short course as an introduction. However, because of scheduling problems, this minicourse became an after-school activity, rather than an integral part of the curriculum.

The course was designed to attract females to encourage an interest in industrial education. In an age where the automobile is so much a part of life, a course in general maintenance and automobile care is of vital importance to all students who are learning to drive; yet many girls do not consider courses related to auto mechanics because of the masculine image projected. In addition, because many academically oriented students, both boys and girls, do not elect lab courses which require large blocks of time, a simple introductory course such as this might help to break down the artificial barriers to student enrollment in practical areas.

Activities: The objectives of the mini-course were:

- The car engine, its parts and how they work;
- How to check basic items for maintenance of the car;
- How to change oil and grease a car;
- Washing, waxing, and cleaning a car;
- How to deal with some basic emergency situations.

The Role of the Father in Child Development

It is difficult to find materials that both discuss the role of the father as a parent and partner in child rearing and are appropriate for use in child development classes. This is surprising since fathers play a vital role in parenting. Attention must be given to this topic if a well-rounded program is to be provided in child development and if boys are to be interested in enrolling in such a course. Chris Molson, Pompton Lakes School District, developed a bibliography of materials about the father's nurturant role in the family (see Appendix G-III for "Bibliography on the father"). Other teachers who are working with child development or with family relations will find these references useful, especially in an integrated classroom.

Home Management, Housing, and Human Development

Ann Grace, Linden School District, created an integrated course of study in the field of home management and human development. Her objectives were to develop a program which would attract both males and females, to encourage males and females to improve their self-images and develop their intellectual capacities through creative thinking, and to develop the students' awareness of self, their surroundings, their futures, and new career options.

Some of the topics and activities were:

A. Human Development:

1) Values and their influence on decisions;

2) Relationship of goals to abilities and resources;

3) Skill in decision-making;

4) Responsibilities and life styles.

Activities that correspond to these concepts included listing of values, goals, resources, and abilities; and debates on adoption, having children, working, remaining single.

B. Consumer Education:

1) Budgeting: what, how, and why;

2) Credit: types, problems, uses;

3) Students as consumers;

4) Money as a part of a value system.

Activities included comparison of budgets; lifestyles, income levels and spending patterns of different people; discussion of responsibility for financial decisions.

C. Child Development:

1) Preparing for children;

2) Childrearing as a responsibility of both parents;

3) Child development;

4) Working mother; single parenthood; special child.

Activities included photography of children at different stages; films and other methods of observing children; estimation of costs of raising children.

D. Home Management: concepts and activities revolved around purchase, management and furnishings of a home. Students will complete a project in this segment, some projects are:

1) Floor plans for three-room apartment;

2) Decorating techniques booklet;

3) Budget for basic furnishing expenditures.

Clothing and Textiles for the Sportsperson

Because the field of clothing and textiles has been an area within home economics which traditionally has not attracted boys, efforts must be made to make this course appealing to boys. Catharine Whitner, Sparta Township School District, has developed a course called "Clothing for the Sportsminded," in order to appeal to both sexes. The course includes important considerations about sports clothing, quality of clothing, careers in the clothing and textiles fields, how to use labels and tags; knowledge of fabrics and construction techniques; and how to make sports clothing. Some of the projects include the construction of:

- A gym or duffle bag;
- Simple down kits;
- Tents;
- Fishing vests;
- Tennis outfits;
- Jogging suits.

(See Appendix G-IV for a complete copy of the course outline.)

In addition to planning this new course, Ms. Whitner promoted it in a public relations campaign. One of her techniques was to place a series of construction-paper footprints at different places throughout the school; all paths led to the Home Economics Department. When students followed the footprints; they found information about the new course.

An Awareness Unit in Business Education

The goals of a unit developed by Barry Danziger, Franklin Township High School, for a course in business education were:

1. To apprise high school students of the career possibilities that the Business Department offers, especially those areas with higher enrollment of one sex;
2. To determine how to eliminate sex stereotyping in business courses. An extension of this will concern itself with secretarial skills and requirements;
3. To encourage male students to elect traditionally female, secretarial courses;
4. To familiarize the vocational education personnel with Title IX and the New Jersey Regulation, the implications for program areas, and how to equalize (or nearly so) the sex enrollment in these subject courses.

This unit is a comprehensive attempt both to deal with sexism in business education and to spark the interest of boys to the opportunities in this field.

Some of the activities included:

- Reading about male secretaries;
- Self-assessment of career interest in business field;
- Discussion of sex stereotyping and segregation of jobs;
- Debate: Resolved Males should be encouraged to enter the secretarial field.

(See Appendix G-V for the article "Surprise! He's a Secretary" and some of Danziger's resources and exercises.)

CHAPTER VII

CAREER EDUCATION: FOR JUNIOR HIGH-MIDDLE AND HIGH SCHOOL

W. Scott Buist
Piscataway School District

Karen Horen and Sanford Wolff
Franklin Township School District

Cheryl Jackson and Frank Ricca
Summit School District

Murielle Katz
Willingboro School District

Catherine Kwan
West Essex Regional School District

Francis Mayer
West Essex Regional School District

Florence Paull
New Providence School District

Richard Robinson and Ruth Ristich
New Brunswick School District

Student interest in a program can be triggered by career-oriented activities in the field: the students see the first-hand, practical application of their school work. It is an excellent method to begin to break down stereotypic thinking about careers and future options as well. If students can see that people are able to hold jobs that are normally not held by persons of that sex, then they themselves may begin to think about similar fields. Moreover, by learning the tasks in a field not normally considered appropriate to their sex, they may begin to abandon traditional thinking about a particular sex's ability to do a particular job. Career stereotyping is a key factor in the sex segregation of both the work world and the vocational school. Only through varied practical experiences will students and staff shed their stereotypic thinking and begin to approach careers with an open viewpoint and a belief that all options are open to everyone, female and male.

In the New Jersey Regulations on Equality in Education, nonstereotyped career education is specifically required. N.J.A.C. 6:4-1.5 (g) says, "When informing students about possible career, professional and/or vocational opportunities, school personnal shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status."

There are many activities for career-related units to counteract sex stereotyping in various vocational education areas. Students might engage in hands-on projects in various fields, take field trips to see people engaged in nontraditional jobs, have speakers who have occupations which are considered nontraditional come to the school, view films or filmstrips in which people are shown working in occupations usually reserved for the other sex.

Role Models and Nontraditional Careers

Nontraditional role models can be used effectively to dispel stereotyped images. Because classrooms which radiate femininity or masculinity will be a fast "turn off" for many students, it would greatly help students if they could see more men in home economics, business education, cosmetology, and health occupations, and more women in industrial arts and other traditionally male vocational education areas. However, since there are few teachers trained in nontraditional areas, the classroom teacher will need a bit of ingenuity in order to provide these role models. The following projects offer some possibilities which vocational educators, regardless of their subject area, can adapt to their classroom situation.

Francis Mayer, West Essex Regional High School, hosted guest speakers from various fields in order to acquaint a twelfth grade cooperative industrial education class with some nontraditional career possibilities.

Activities: When five speakers employed in nontraditional jobs were scheduled to speak to the class, the teacher told the students about the various career areas under discussion, but not the particular speaker's sex. Speakers included two men:

a nurse and a telephone operator; and three women: a coordinator in international compensation for a large corporation, a butcher, and a lawyer. After the speakers gave their talks, the class discussed the educational background needed for such careers and the problems encountered by people in a nontraditional job environment.

Evaluation: Although the students were initially surprised by the gender of the speakers, by the time the third speaker was presented, they had realized what was happening and were able to predict the sex of the following speaker. However, the element of surprise intrigued the students and it acted as a catalyst for the students to rethink some of their ideas about the job market.

The provision for guest speakers in nontraditional jobs may be a problem, however, because of a lack of knowledge about where to find them or how to identify them. Karen Horen and Sanford Wolff, Franklin Township School District, decided that the student population itself was one relatively simple resource for finding people in nontraditional jobs. They developed a survey form which requested of the "resource" information about people who work in nontraditional occupations in this community. The results of a survey like this can be collected and used to compile a guest speaker list. Although the results might not be impressive in the first year, such a survey could be given each year. Thus the school would accumulate an excellent file.

A third possibility is to use outstanding students as role models for other students. By providing a nontraditional role model for other female students in the woodshop, Cheryl Jackson and Frank Ricca, Summit School District, hoped both to encourage more girls to enroll in the course and to stimulate interest in practical arts education by students who probably never have considered this as a career area. The students, as teachers' assistants, clarified their own goals concerning a possible teaching career, as well as providing role models for other students.

Activities: Ms. Jackson and Mr. Ricca selected a female upperclassperson who had shown an interest and skill in woodshop to serve as a laboratory assistant to the teacher: in this situation other students saw a female in a responsible role in this subject area. The same idea might be applied to home economics, business education, etc. by selecting a male student to act as the teacher's assistant.

Evaluation: The reaction of the student assistant was positive, as were the attitudes of the woodshop students. This project was conducted on a small-scale, trial basis, but it easily could be expanded to include more students, and it could be applied to a variety of classroom situations.

Career Education Through Hands-On Projects: For Elementary and Junior High School

Two teachers decided to inaugurate a project in which students, both boys and girls, would be involved in an actual career-related activity. The projects were on a small-scale, an excellent means of trying out a new idea before committing large amounts of money and time to a proposed curriculum change.

Richard Robinson, New Brunswick, worked with two sixth-grade boys and two girls in a career awareness mini-unit related to painting. Although more students wished to participate, the room in which they were to work would only accommodate a small number of students. While the primary goal of the project was to acquaint students with painters' tools and techniques through the vehicle of a hands-on activity, a secondary goal was to encourage boys and girls to share in the responsibilities for a completed task.

Activities: The guidance counseling office was selected as the area to be painted. Students acquired experience in drawing lines at the proper height and in marking off areas: five feet was the stipulated height. They had to place tape on the line to keep the edge straight, then move the furniture, put throw cloths and newspaper on the floor to protect the furniture and floor. The wall and trim were painted during several class periods.

Mr. Robinson adds that the boys laundered and re-hung the office's curtains. Part of this activity transpired where the laundry machines were: in the home economics classroom.

Evaluation: Not only were the students enthusiastic about the project and their accomplishments, but Mr. Robinson found it a rewarding experience because he discovered that both sexes were capable and efficient, a revelation for a teacher who up to now, had worked only with one sex. The girls, as well as the boys, demonstrated good craftsmanship; a working knowledge of the materials and proper, protective clothing; and a good attitude about safety practices. In addition, there is now a "spruced up" guidance office.

Ruth Ristich, also of New Brunswick, developed a project similar to Mr. Robinson's. She too worked with a small number of students during her free period in a hands-on upholstery activity.

Activities: Two high school students, a boy and a girl, used their study hall time to learn to apply upholstery skills to an old couch. They took a field trip to a local upholstery shop to see professionals at work. In addition, an article appeared in the local newspaper about the project.

Evaluation: Because the students were enthusiastic, other students expressed an interest in these activities. Since a "new" couch is now in the faculty lounge, the project also gained high visibility among other faculty members.

Although the project was done on a small scale, it could be replicated easily with an entire class using articles brought from home or a thrift shop. The concept could be incorporated into a "Sewing for Profit" course, which could include such items as tote bags, cushions, and backpacks. The items could, in turn, be sold in the school store by the students. Students could begin with the manufacturing of the "goods," thus learning assembly line techniques, and progress to the retailing of the materials, all in the same course.

The two projects above are good ways for a teacher who is somewhat uneasy about working with integrated classes to try his or her hand at working with both sexes.

Careers in Clothing: Classroom Projects for Junior High and High School

The study of career areas can be incorporated into any area of vocational education through special project assignments. Here are two examples of career-related projects for clothing classes.

Catherine Kwan, West Essex Regional School District, attempted a new approach to the clothing and textile field with junior high school students.

Activities: The students were assigned one career-related project which they selected from the following list (see Appendix H-I):

1. Interview an individual in the clothing or textile industry. The interview should include most of the questions in the sample interview sheet (found in Appendix H-I). You are also welcome to develop your own questions. (The interview should be between fifteen, twenty minutes long.)

2. Design a portfolio of clothes, using your own ideas and creations. Imitate a professional designer on an artist's drawing pad. Be sure to include the explanation on the sketches you draw. The information should include the season appropriate for the garment, the age and sex of the people for whom the garment would be suitable. Do at least six sketches.

3. Do a project on stain removal by bringing stained patches of cloth and cleaning fluid and agents to class to demonstrate the process in front of the class. Be sure to try it at home first to see if it works. Do three different

kinds of stain removal. The stains could be ink, paint, chewing gum, mud, etc.

4. Make a blueprint of the layout of a factory or a store facility. Make believe you are opening up a store or a factory and plan the layout. Have an explanatory sheet on the side with further information.

5. Create a little display window of your own by using doll clothes, leftover fabrics, carton boxes, etc. Be creative and utilize available materials. Make believe you are doing a window for a store on Bloomfield Avenue.

6. You may create your own project, but you must let me know ahead of time and get my approval.

The projects completed, students presented them to the entire class. Everyone was able to get an overview of a variety of career areas, while still able to concentrate on the area that most interested the individual.

Evaluation: This project not only allowed students to explore the variety of career areas within a given field, it also helped them to realize that both women and men can find opportunities for work in this area. Because students had a choice of projects, they were able to select the one which most closely related to their abilities and interests. This, in turn, stimulated further interest in the assignment.

At the high school level, Florence Paull, New Providence School District, also chose a career approach to the problem of low male interest in clothing courses. Her goal was to develop a course of study to teach fashion and merchandising careers which would become attractive to both boys and girls. Since the home economics classroom often has a feminine aura, she planned to hold the course in another part of the school until the sewing machines were needed. Topics for the course included: history of fashion and retail sales in the United States; changing textile technology; history of clothing advertising and manufacturing. Some of the resources used were from the Butterick Company's new nonsexist and nonracist materials, The American Man—200 Years of Authentic Fashion, and Careers in the Fashion Industry (see Appendix H-II for outline and resources).

Careers in Manufacturing: Junior High and High School

"Careers in Manufacturing" was the title of a slide-tape presentation produced by W. Scott Buist, Piscataway School District, to use in eighth- and ninth-grade career education programs. The presentation's objectives were to stimulate students to consider some of the many careers offered by a large, international, manufacturing corporation; to break down sex stereotyping in career study; and to encourage the acquisition of salable skills before leaving high school via career education planning among all students.

Activities: A script around careers with Caterpillar Tractor Corporation, Foley Caterpillar was planned. These careers were related to the Piscataway High School Vocational Education Program. Because this company has a branch plant, located in Piscataway, that employs many members of the community, the students in the school could identify with the information presented in the slide-tape show. The careers covered included not only those that one commonly associates with manufacturing, but all of the support services needed by a large company, as well: food service careers, retailing and sales, landscaping and gardening, maintenance, secretarial and bookkeeping careers, and trucking and delivery services. Later, a script that meshed with the slides was written.

Evaluation: The presentation elicited from students questions about their futures, and it resulted in many interviews with guidance counselors. Because this was such an eye-opener for most students, their new insights affected their course selection for the following year. This project was "tailor-made" for students at Piscataway High School. Because Piscataway has a large number of manufacturing plants in the area, this presentation was extremely relevant and helpful to students; however, this idea could be used by other school personnel if they feature companies within their own vicinity.

Care must be taken, however, when selecting the slide subjects, to insure that they contain men and women of various ethnic backgrounds. If this is not done, students will not see these careers as possibilities for themselves.

Reaching Employers: High School

A vital element in a career program is job placement. Because Murielle Katz, Willingboro High School Job Placement Counselor, is aware of the need to work with employers in the placement of students in nontraditional jobs, she informed employers about the interaction of business, industry, and the local school system.

Activities: To reach as many people in this diverse group as possible, she planned a variety of activities:

- Radio presentation;
- Presentation to CETA workers, guidance personnel, employers at a meeting of the Job Advisory Council of the Jewish Family Service, and educators at New Jersey Manpower Resource Center;
- A series of articles in a weekly paper;
- Contacts with individual employers, especially with the National Alliance of Businessmen.

Evaluation: The response to this project has been informal but future nontraditional job placements should show tangible results. Participants in the group presentations reacted with enthusiasm and surprise at their own reactions. Many expressed interest in activities presented and stated that they planned to use some of the activities at their places of employment. Thus the activity affected the community at large (see Appendix H-I for activities used).

This was a comprehensive project and could only have been carried out by someone with interest, time, and dedication. While other educators may feel that they lack the time for such activities, parts of these activities could be worked into many schedules. For example, one easy way to reach employers and community members is to speak to community groups to which they belong. Ms. Katz's activities could be part of the presentation to help community members understand the extent of the effect of employment discrimination and stereotyping.

CHAPTER VIII

A SUCCESSFUL PROGRAM

Johnnie Harris
Piscataway School District

Perhaps it would be helpful to end with a look at a program that has been successful in increasing the enrollment of students of the sex not often served by these programs. Piscataway High School changed the curriculum in 1974 to include a cycle program for all sixth and seventh graders. The staff believed in the concept of integrated classes. Consequently, boys, as well as girls, have elected home economics courses throughout high school. Since the new program was introduced, the male enrollment in home economics has increased 77%.

Let's take a closer look at the program and the courses offered:

Three years ago, after some careful planning, the middle schools changed the course title from "home economics" to "practical arts." At the same time, all sixth and seventh graders were required to take a cycle (nine weeks) of practical arts. Eighth graders were offered this course as an elective. However, boys were reluctant to enroll in the class because home economics always had been associated with female interests. Changing the course title to practical arts did not alter the stereotyped taboo. Ultimately, the boys' preconceptions were dispelled; the stigma of taking a "girl's course," removed. The boys have excelled in the class and they are so enthusiastic about it that a rise in the number of eighth grade boys who elect to take practical arts is discernable. As a further motivating factor, whenever teachers are absent, an attempt is made to secure a male substitute teacher. Moreover, the food service instructor is a male home economist.

Because it is the responsibility of our educational system to provide broad programming for all students, the objective of the Department of Home Economics at Piscataway High School has been to afford students training in consumer economics, nutrition, home management, fashions, family living, and child development.

The instructional program at Piscataway High School has been designed to involve both girls and boys in classes previously labeled for girls. Because of the movement to end sex discrimination in classroom practice, it is the responsibility of supervisors of the Home Economics Department to correct this situation by setting up programs that can be received enthusiastically by boys as well as girls.

In the past three years, a great deal of effort has been exerted to bring about this change.

The program at Piscataway High School is composed as follows:

COURSE OFFERINGS AND ENROLLMENT FOR 1977-78

Home Economics A:M-46:F-48 Full Year Course - Grades 9-12 5 credits

An overview of inter-related areas of home economics with major emphasis placed on the basic principles of food and nutrition, safety in the kitchen, table service and etiquette, consumerism, family relationships and child care, personal growth. A wide variety of job opportunities and related careers will be explored.

Home Economics B:M-7:F-43 Full Year Course - Grades 10-12 5 credits

After the basic techniques of clothing construction are reviewed, more advanced techniques are introduced. Students gain practical experience in the fundamentals of needlecraft and handicraft projects. Emphasis will be placed on acquiring knowledge of interior decoration, line, design color, and sample floor plan construction. What the material resources of consumers are and how they can be used wisely will be emphasized.

Living for One:M-18:F-27 Semester Course - Grade 12 2.5 credits

Students acquire the skills necessary for living alone. They acquire a little knowledge in the following areas: management of time and money, how to make value judgements, a better understanding of preparing food in small quantities, clothing to meet one's individual needs, interior decorations, and an idea about living today. All seniors should take this course, especially if they have not had home economics in high school. This is really a survival course.

Food Customs:M-25:F-22 Semester Course - Grades 11 and 12 2.5 credits

This course is to provide the students an opportunity to learn about ethnic foods. People from all ethnic groups will be invited to demonstrate preparing and serving ethnic dishes. Students will learn about religious customs in food preparation. Menu planning, food preparation, and service will be included in this course.

Exploring Childhood: M-5:F-48 Semester Course - Grades 10 and 11 2.5 credits

For those who are interested in children, this course will explore the child and its place in the family and in our society, with an emphasis on childrens' behavioral patterns and needs. The students will be given opportunities to observe and work with children in the preschool children's center at the high school.

Child Care and Development M-5:F-23 Full Year Course - Grades 11 and 12 10 credits Interview required.

The students in this course will learn about the growth, development, care, and guidance of children from birth to adolescence. Learning how to help children develop to their maximum potential is an important goal. Students will organize and supervise a preschool children's center at the high school. By working with and observing the preschool children, they will be learning about the children's special characteristics and developing techniques for guiding them. The course would be of value to those students who plan to work in child-related occupations and to those who simply like working with children. Preparing for parenthood and gaining a better understanding of human relationships are also important aspects of this course. 10 periods per week.

Observation and Experience in Child Development M-5:F-37 Semester Course - Grades 11 and 12 5 credits Interview required.

This course will provide an opportunity for practical experience in observing and working with children in early childhood. Students will spend a minimum of six class periods each week with an assigned class in the elementary schools of the township under the supervision of the specific classroom teacher. They will learn about the characteristics of children in elementary schools. They will become familiar with the important traits and skills in children's learning and development. Because this course is career-oriented, it could lead to a career in early childhood education, such as teaching nursery school, elementary education, teacher's aide, or as a preparation for parenthood.

Interior Decoration M-10:F-30 Semester Course - Grades 11 and 12 2.5 credits

Your room, apartment, and home can be more livable and attractive if you take this course. Resource people will be used when possible. With your own creative and artistic ability, this should be a most beneficial course. Field trips are a vital part of the course.

Career Sewing I: M-3:F-6 Full Year Course - Grades 11 and 12 10 credits Pre-requisites: Home Economics B, any clothing course.

Progress is rapid; each pupil proceeds at an individual rate of speed. Instruction is individual and the skill is salable. Because this is a double-period class, a garment of very fine quality can be made in a short period of time. In addition, the student learns how to hem and to cuff pants with a hemming machine, how to remove all kinds of stains, and how to mend, repair, replace zippers and linings. A thorough evaluation is made of sewing machines, soaps, detergents, and bleaches.

Career Sewing II: M-4:F-11 Full Year Course - Grade 12 10 credits
Pre-requisite--Career Sewing I

This course further develops salable sewing skills through practice. Pupils will choose more complicated patterns and difficult-to-handle fabrics. Experiences include button holes, set-in pockets, fitting, tailoring, underlinings, decorating, alterations, repairs, pleats, French tacks, and interfacing. New fabrics, new products, and related careers will be examined and evaluated as they appear in the market place.

Tailoring:M-5:F-12 Fall Semester - Grades 11 and 12 2.5 credits
Prior knowledge of clothing construction.

Tailoring is the course to select if you wish to learn how to construct an attractive, comfortable blazer, suit, coat, or pants.

Advanced Tailoring: M-2:F-7 Spring Semester - Grade 12 2.5 credits
Pre-requisite

Similar to tailoring, but more difficult.

Fashion Design: M-5:F-17 Full Year Course - Grades 11 and 12 5 credits
Prior knowledge of clothing construction.

Fashions through the ages are reviewed. Techniques about designing are studied. Emphasis is placed on designing and constructing garments. Speakers and field trips are an integral part of the course.

Culinary Arts/Restaurant Management I: M-10:F-5 Full Year Course - Grade 11
10 credits

This vocational/action laboratory program is a basic hands-on experience for juniors interested in careers in the food service industry. Instructional units cover basic skills and related information with special emphasis on food preparation and management. Students gain salable job skills for employment or experience for continued specialized schooling.

Culinary Arts/Restaurant Management II: M-13:F-2 Full Year Course - Grade 12
15 credits Pre-requisite Culinary Arts/Restaurant Management I

Emphasis is on specialized skills needed to pursue a career in the food service industry. The focus is on highly individualized skill training in a cluster of occupations including hotel, motel management with background information for future employment or specialized schooling in the culinary arts field. 15 periods per week.

Consumer Problem Solving: M-21:F-19 Semester Course - Grades 9 and 10 2.5 credits

Consumer problem solving is designed to give the students an opportunity to develop skills in competitive buying and to use goods and services, such as cosmetics, foods, clothing, household equipment, and household aids. The wise use of leisure time, along with how money should be budgeted for it, is stressed. This course will develop a better understanding of the economics which contributes to each family's success or sorrow. Managing one's finances well can make living easier and more enjoyable.

Note the following:

	Food Service		Other H.E.	
Enrollment of Boys	Boys	Girls	Boys	Total Boys
1974-1975	23	4	0	23
1975-1976	23	4	0	23
1976-1977	17	13	30	47
1977-1978	23	7	156	179

Societal changes in female and male roles demand that all adolescents know about the rudiments of daily life: money management, budget preparation, nutritional values of foods, and purchasing for the best bargain. No longer are women necessarily the homemakers; nor men, the breadwinners. In today's family, both the man and the woman work outside of the home. Thus, both play a dual role. This reality has motivated and supported the various programs that are offered to all students.

Counselors and teachers have played significant roles in making the program a success. Students who wish to enroll in the program are provided information about its requirements. The teachers in the department have set high standards at the same time that they have established meaningful and clear objectives for students. Thus students are receptive to the idea of taking courses in the practical arts.

The present program has become an exciting one at Piscataway High School. Those most responsible for this enthusiasm have been the students who have become less and less conscious of role differentiation and increasingly aware of the courses' universal, unlimited applications.

VOCATIONAL EDUCATION/PRACTICAL ARTS

BIBLIOGRAPHY: MEDIA & PRINT MATERIALS

The purpose of this bibliography is to provide access to some supplementary materials of a practical rather than a theoretical nature. Included are books and kits, which may be used by students in the classroom, and other materials, including audio-visuals to enhance and assist in the implementation of the projects described in this volume. For a more extensive listing, please refer to the bibliography in *Home Economics Unlimited.* With the exception of those items marked with an asterisk (*), all materials listed are available in the Resource Center of the Training Institute for Sex Desegregation, and may be consulted or borrowed.

Marylin A. Hulme

ACCENT ON HOME ECONOMICS. Nancy B. Greenspan and Elaine P. Davis. New York, Julian Messner, 1978. 255 p. illus, index, bibliog. hard. Grade 7-12.

Surveys the various fields within home economics, and shows diversity of careers available to both women and men.

ALL ABOUT EVE. Houston, TX., Equal Vocational Education Project. 16mm. film, 10 minutes. Grade 7-12.

Presentation to show women in non-traditional jobs, especially those in areas of vocational education, such as auto mechanics, welding, television repair--all careers for which girls might train in high school vocational programs.

THE AMERICAN CONSUMER: ISSUES AND DECISIONS. Herbert M. Jelley & Robert O. Herrmann. New York, McGraw-Hill, 1973. 502 p. illus, index. hard. Grade 10-12.

A consumer education text which emphasizes controversial consumer issues and the daily problems of today's consumers.

*AMERICAN MAN: TWO HUNDRED YEARS OF AUTHENTIC FASHION. Altoona, PA., Butterick Publishing, n.d. 2 filmstrips and cassettes and teacher's guide. $49.00. (Also *American Woman: Two Hundred Years of Authentic Fashion.**) Grade 10-12.

AMERICAN WOMAN: NEW OPPORTUNITIES. Altoona, TX., Butterick Publishing, 1976. 2 filmstrips with cassettes of approximately 12 minutes each. (Also *American Man: New Opportunities.**) Grade 10-12.

These filmstrips explore the roles, aspirations, and experiences of women today. Women of differing backgrounds and job experiences talk about their lives and work.

BEGINNING CONCEPTS: PEOPLE WHO WORK: UNIT I. New York, Scholastic Book Services, 1975. 5 filmstrips and cassettes. Grade K-6.

Career and life descriptions of the following people: a female Puerto Rican doctor working in a large urban hospital; a male baker who lives in a small town in Vermont; a woman quilt maker in the Smokey Mountains who lives on a farm; a male park ranger in the Cape Cod National Seashore; and a manufacturer of toys in New England. All show family life, as well as work lives; all emphasize the roles of wives, husbands and children within family units.

BEYOND HIGH SCHOOL. Sunburst Communications, 1977. 2 filmstrips with tape cassettes. Grade 7-12.

Information on how to make career decisions and the availability of continuing education in vocational and business areas, including apprenticeships.

CAREER DEVELOPMENT CURRICULUM FOR HOME ECONOMICS TEACHERS. Julie Sanstad and others. St. Paul, MN., Department of Education, 1974. 54 p. pap. Grade 7-12.

Home economics experience and career development at the junior high level.

CAREER DEVELOPMENT CURRICULUM FOR INDUSTRIAL EDUCATION TEACHERS. Marion F. Asche and W. Wesley Tennyson. St. Paul, MN., Department of Education, 1974. 55 p. bibliog. pap. Grade 7-12.

Industrial arts experience and career development at the junior high level.

CAREER EXPLORATION/INDUSTRIAL ARTS (STUDENT MANAGED LEARNING). Lee Blattner and Dwight W. Fairbanks, eds. Albany, OR., Department of Education, 1976. n.p. illus. in binder. Grade 7-12.

Junior high school program in industrial arts in which students are encouraged to examine all areas of work. Each student plans and accomplishes his own projects.

*CAREERS IN THE FASHION INDUSTRY. Altoona, PA., Butterick Publishing, 1977. (Part of Home Economics Career Resource Center.) Grade 7-12.

CARPENTRY: MAKING THINGS WITH WOOD. Victoria, Penguin Books Australia, 1976. n.p. illus. pap. $1.50. (A Practical Puffin.) Grade K-6.

How to make things with wood, well-illustrated.

CAVES TO CONDOS...FOOD, SHELTER, CLOTHING: INTRODUCTION TO PRACTICAL ARTS, GRADES 7 and 8. Denver, CO., Institute for Equality in Education, 1978. 51 p. bibliog. pap. Grade 7-9.

Outlines lesson plans to be used in practical arts curriculum, grades 7-8, covering food, housing, and clothing, and includes discussion questions and values clarification exercises.

CHANGING IMAGES. Berkeley, University of California Extension Division. 16mm. sound film; approximately 25 minutes.

A description of a unit in an elementary class in which the children explore career possibilities and sex role stereotypes. For staff development.

CHILDREN'S DICTIONARY OF OCCUPATIONS. William E. Hopke and Barbara M. Parramore. Philadelphia, Career Futures, Inc., 1974. 2 vols. 1-Dictionary; 2-Duplicating master activity book. pap. Grade K-6.

Many, many different occupations shown and described, with suggested activities for children.

CLOTHING FOR YOUNG MEN. Dorothy Siegert Lyle. Washington, D.C., Home Economics Education Association, 1970. 32 p. illus, bibliog. pap. $2.50. Grade 7-12.

Suggestions for teaching men about clothing and sewing.

COMMUNITY CAREERING: A CAREER EDUCATION GAMEBOOK. Moravia, NY., Chronicle Guidance Publications, 1974. 60 p. illus, index. pap. Grade K-6.

A children's workbook on career awareness.

CONCEPTS IN CLOTHING. Judy Lynn Graef and Joan Buescher Strom. New York, McGraw-Hill, 1976. 280 p. illus, index. hard. Grade 7-12.
Textbook for new, coed courses in sewing.

CONSUMER EDUCATION MATERIALS PROJECT: ELEMENTARY AND SECONDARY LEVELS. David Schoenfeld. Mount Vernon, NY., Consumers Union of the U.S., Educational Services Division, 1972. 2 vols. illus, index, pap. Grade K-12.
Contains an interdisciplinary approach to integrating consumer education into the curriculum; includes lesson plans (one for inner-city consumers).

CREATIVE FOOD EXPERIENCES FOR CHILDREN. Mary T. Goodwin and Gerry Pollen. Washington, D.C., Center for Science in the Public Interest, 1974. 191 p. illus, bibliog. pap. $4.50. Grade K-6.
Fun food learning activities for young children. Includes recipes and lists of books about food and its origins.

*DO YOUR OWN THING: LEARNING VALUES WITH FAT ALBERT AND THE COSBY KIDS. New York, McGraw-Hill, 1976. 16mm. film, sound color. 13 minutes. Guide.

ENHANCING CULTURAL PLURALISM THROUGH HOME ECONOMICS. Tips and Topics in Home Economics, 1974, XV:I. Teacher Resource.

EQUAL OPPORTUNITIES AND LEGAL RIGHTS OF WOMEN. Washington, D.C., U.S. Department of Labor, Women's Bureau, 1976. Slides with cassette. Teacher Resource.
Surveys the legal rights of employed women, and shows how to file anti-discrimination grievances.

THE EVE OF CHANGE. Westinghouse Learning Press, 1973. 6 filmstrips with tape cassettes.
This filmstrip series covers many facets of sex discrimination. Some of the topics are: discrimination in education, problems of discrimination in employment, homemaking as a career for both men and women, flight attendants and discrimination, changing attitudes toward marriage, the problems and benefits of the working wife, and discrimination in the banking and financial world. Grade level: 7-12, and staff development.

EXPANDING CAREER AWARENESS. Paoli, PA., Instructo McGraw-Hill, 1976. Kit.
Self-instructional learning center planned to initiate awareness of career options and people working in nontraditional jobs for grades 4-6.

EXPLORE: UNIT 3: CAREER CONNECTIONS. Scholastic Book Services, 1976. 4 filmstrips with tape cassettes.
Career exploration units with student activity books. This set describes how young people use experiences gained in school and outside of school to develop their career interests. It shows boys and girls in both traditional roles: boys in fashion design, early childhood, and sports, and girls in secretarial work, woodworking, and music. Grades: 4-6.

EXPLORING CAREERS: A TEACHER'S HANDBOOK. Keith Ober and Kathryn Kearins. Cambridge, MA., Abt Associates, 1975. 27 p. pap. $3.50.
A manual for the application of classroom simulation and gaming approaches to career alternatives, not just for guidance or vocational personnel. For grades 7-12.

EXPLORING CHILDHOOD--MODULE THREE: FAMILY AND SOCIETY. Cambridge, MA., Educational Development Center, 1974. Grade 7-12.
Comprised of written materials, charts, posters, and records, this is a nonsexist unit exploring childhood.

EXPLORING THE CONSTRUCTION INDUSTRY. M. Roger Betts and others, eds. Bloomington, IL., McKnight, 1976. 582 p. illus, index. hard. Grade 7-12.
Textbook for vocational education--construction--showing both girls and boys working on projects in its illustrations, and written in a neutral style.

THE FABLE OF HE AND SHE. New York, Learning Corporation of America, 1976. 16mm. sound film; approximately 10 minutes. Grade K-6.
A cartoon describing a mythical society, with stereotyped sex roles. For all ages and levels.

FOOD PREPARATION...FOR HOME...FOR FOOD-SERVICE. Cincinnati, Proctor and Gamble, 1975. Loose-leaf. $3.75.
Lesson plan suggestions for preparing and serving food. Grade 7-12.

FORTUNE TELLING: A PROGRAM FOR GIRLS ABOUT WOMEN, WORK AND NONTRADITIONAL OCCUPATIONS. Boston, Young Women's Christian Association, 1977. Loose-leaf binder. illus. pap. Grade 7-12.
Specially designed to interest the noncollege-bound girl in her working future, this package contains materials and suggestions on their use, with emphasis on nontraditional occupations.

FREE TO BE... YOU AND ME. New York, NY., McGraw-Hill, 1975. 6 filmstrips with cassettes; related games and activities plus poster. Grade K-6.
A multi-media package taken from the television show, book, and record of the same name (both book and record are also available at the Institute). This is probably the best set of materials for elementary children to explore their feelings and beliefs concerning sex roles and to begin to see new nonsexist, nonracist, humanistic values and options.

HEY, BIG SPENDER! WOMEN IN ADVERTISING. Logan, IA., Perfection Form, 1977. Filmstrip with cassette. Grade 7-12.
Shows how advertising reinforced the woman's role as nurturer and servant to her husband and children, and how women were encouraged to develop new roles in careers now considered stereotyped and traditional.

HOME ECONOMICS FOR YOUNG MEN: A TEACHING GUIDE. Eleanore L. Kohlmann. Ames, Iowa State University Press, 1975. 214 p. index, bibliog. pap. Grade 7-12.
Excellent nonsexist guide to such topics as family life, personal economics, textiles, food and nutrition, housing.

HOME ECONOMICS UNLIMITED. Doris Dopkin. New Brunswick, NJ., Training Institute for Sex Desegregation, 1978. 43 p. bibliog. pap. $3.50.
New strategies for integrated home economics courses; includes resource lists.

HOW TO DECIDE: A GUIDE FOR WOMEN. Nelle Tumlin Scholz, and others. New York, College Entrance Examination Board, 1975. 121 p. pap. $5.95. Grade 7-12.
Exercises and activities for women of all ages which will make it easier for them to make decisions.

IDEAS FOR TEACHING BOYS. *Forecast for Home Economics*, 1973, 19:3. illus. (Special issue.) Teacher Resource.

INCREASING JOB OPTIONS FOR WOMEN. Washington, D.C., U.S. Department of Labor, Women's Bureau, 1976. Slides with cassette. Teacher Resource.
Discusses barriers to women's participation in nontraditional occupations, and steps that can be taken to increase job options.

INDUSTRIAL ARTS FOR THE ELEMENTARY CLASSROOM. Marion L. Swierkos and Catherine G. Morse. Peoria, IL., C.A. Bennett, 1973. 375 p. illus, index, bibliog. pap. Grade K-6.
Practical guide to integrating handwork into the curriculum at the elementary level; lists projects, materials and instructions on the proper handling of tools. (stereotyped photos)

LEARNING ABOUT LAUNDERING. Cincinnati, Procter & Gamble, n.d. loose-leaf. $4.50. Grade 7-12.
Lesson plan suggestions for laundering.

LEGAL RESPONSIBILITIES: AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT. Washington, D.C., U.S. Department of Labor, Women's Bureau, 1976. Slides with cassette. Teacher Resource.
Discusses employer's responsibilities to follow the equal opportunity laws in employment and to implement affirmative action programs.

LIFE CAREER. Indianapolis, Bobbs-Merrill, 1969. game. Grade 7-12.
Simulation in which student teams of 2-3 can live through 8 years in the future, planning and making decisions about education, roles, marriage, etc.; players are fed back the consequences of their decisions, indicating the relative success or failure of their planning. For grades 9-12; about 6 hours.

MASCULINE FOCUS IN HOME ECONOMICS. Trudy H. Dowell and Bonnie B. Greenwood. Washington, D.C., Home Economics Education Association, 1975. 26 p. Teacher Resource.

MEN ARE IMPORTANT TOO! *Tips and Topics in Home Economics*, 1971, XI:2. bibliog. Teacher Resource.

MIDDLE SCHOOL-JUNIOR HIGH CO-EDUCATIONAL MINI UNITS IN HOME ECONOMICS. Minnesota Instructional Materials Center, n.d. 2 vols. illus, bibliog. Grade 7-12.
Nonsexist lesson plans in home economics.

NEVER UNDERESTIMATE THE POWER OF A WOMAN. Bureau of Audio-Visual Instruction, University of Wisconsin Extension. 16mm. film; 15 minutes. Grade 7-12.
This film brings attention to nontraditional jobs, especially those of the factory and craft worker; shows women's participation in training for various craft jobs.

A NEW POINT OF VIEW: A GUIDE TO BEGINNING TOOL ACTIVITY IN ELEMENTARY CAREER EDUCATION AND INDUSTRIAL ARTS. J. Geil. New Britain, CN., Stanley Tools, 1974. n.p. illus. pap. Grade K-6.

NON-TRADITIONAL CAREERS FOR WOMEN. Sarah Splaver. New York, Messner, 1973. 224 p. hard. $5.64. Grade 7-12.
Information on nontraditional careers.

NON-TRADITIONAL CAREERS FOR WOMEN. New York, Pathescope Educational Films, and the Associated Press, 1974. 2 filmstrips and cassettes and teacher's guide. boxed. Grade 7-12.
Descriptions of and interviews with women in nontraditional careers, ranging from chef to architect, from "lineman" to engineer.

OUTLINE FOR HOME ECONOMICS COOPERATIVE EDUCATION PROGRAM. Renee Fishman. Dumont, NJ., Dumont High School, 1974. 8 p. bibliog. mimeo. Teacher Resource.

PEOPLE AT WORK: A NON-SEXIST APPROACH. Women's Action Alliance. Paoli, PA., Instructo Corp, n.d. (Photos) Grade K-6.
Photos of women and men in nontraditional occupations.

PERSONAL CARE (TEACHING AID). Cincinnati, Proctor & Gamble, 1975. Loose-leaf binder. $3.00. Grade 7-12.
Lesson plan suggestions for personal hygiene.

PERSONAL PERSPECTIVES: A GUIDE TO DECISION MAKING. New York, McGraw-Hill, 1973. 466 p. hard. Grade 7-12.
Textbook for high school which covers decision making, nutrition, clothing, housing, and family life.

PLANNING FOR FREE LIVES: CURRICULUM MATERIALS FOR COMBATTING SEX STEREOTYPING IN HOME ECONOMICS, FAMILY LIVING AND CAREER AWARENESS COURSES. Seattle, WA., Feminists Northwest, 1975. 38 p. illus, bibliog. pap. Grade 7-12.
Collection of awareness activities for teachers, counselors, and students to overcome sex stereotyping in home economics, family living, and careers.

PROJECT HEAR: A UNIQUE PROGRAM IN CAREER(S) EDUCATION. Princeton, Cogent Associates; Willingboro, Board of Education, 1976. Multi-piece, boxed. Grade 7-12.
Some elementary, intermediate, secondary curriculum and lesson plans in nonsexist career education.

RESOURCES ON ELIMINATING SEX ROLE STEREOTYPING IN VOCATIONAL EDUCATION. Columbus, OH., Ohio State University Center for Vocational Education, 1977. 4 p. Teacher Resource.

A SECRETARY IS NOT A TOY: OFFICE WORKERS. Washington, D.C., Feminist Radio Network, n.d. cassette tape, 29 minutes. Grade 7-12.
Interviews women workers in office jobs, including 9-5, a women's office workers group in Boston and others. Office work is shown in its historical and legal perspective; women organizing into unions.

SEE AND SEW: MENSWEAR. New York, Butterick Fashion Marketing, 1973. 2 boxes. Grade 7-12.
Kit of step-by-step approach to men's clothing construction.

SEWING: A HOME ECONOMICS KIT. New York, Talon Consumer Education, 1976. $6.00. Grade 7-12.

SEX FAIRNESS IN CAREER GUIDANCE. Cambridge, MA., Abt Associates, 1975. Teacher Resource.
Made up of written materials, activity sheets, cards, and cassette tapes, this kit would provide ample material for an in-service or an ongoing course in the revision of guidance programs.

THE SKY'S THE LIMIT. Bryon Films. 16mm. film, color. 20 minutes. Sponsored by the U.S. Government. Grade 7-12.
This film shows women in apprenticeship programs, including one here in New Jersey. These women are all receiving training in nontraditional careers. Good exploratory film for all students.

STEPS TO OPENING THE SKILLED TRADES TO WOMEN. Washington, D.C., Department of Labor, Employment Standards Administration, Women's Bureau, 1974. 8 p. Teacher Resource.

TEAR OPEN THE BOXES. Detroit, Program Resources, 1977. One filmstrip with tape cassette. Grade K-6.
Uses television commercials, ads, and box covers to show how toys are based on sex and encourage stereotyped notions of sex roles.

WAITRESSES. Washington, D.C., Feminist Radio Network, n.d. cassette tape, 59 minutes. Grade 7-12.
Interviews of women working as waitresses, some temporarily and some permanently. Describes different types of food services and restaurants.

WHEN I GROW UP INTERMEDIATE: DISCOVERING CAREERS THROUGH SELF-DIRECTED ACTIVITIES. Linda Schwartz. Englewood Cliffs, Prentice-Hall, 1976. 55 p. illus. pap. $3.95. Grade K-6.
Activities for career education in the elementary grades.

WHY NOT A WOMAN. Harrisburg, PA., Department of Education, 1976. 16mm. film, color, sound. Grade 7-12.
Examination of women's work in the skilled trades, the reasons why women are entering such fields in greater numbers, and myths and stereotypes, vs. the reality of women in skilled trades world.

WOMEN AT WORK: CHOICE AND CHALLENGE. New York, Guidance Associates, 1975. 2 filmstrips with cassettes. 33 minutes. Grade 7-12.
First part narrates the history of American women in the world of work and the second describes modern working women, their problems, roles, and the changing views.

WOMEN'S WORK, AMERICA: 1620-1920. Tarrytown, NY., Schloat Productions, 1974. 4 filmstrips with cassette tapes. Grade 7-12.
This show surveys the diverse roles occupied by women since the colonization of America and its subsequent history. Part I: The life of women in colonial America; Part II: Women in the world of work in industrialized society; Part III: Growth of the Women's Rights Movement; Park IV: Shows the fight against prejudice, and legal and social barriers which deny women equal participation in society.

YOU CAN BE ANYTHING. New York, NY., Teaching Resources Film, 1975. 4 filmstrips with cassettes. Grade 7-12.
Imaginative and entertaining program in which students choose careers for the future, unlimited by stereotyped roles.

APPENDIX A EQUALITY IN EDUCATIONAL PROGRAMS: NEW JERSEY LAW

Department of Education
State Board of Education

EQUALITY IN EDUCATIONAL PROGRAMS

6:4-1.1 Purposes and Objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices" shall mean an action or failure to act based upon race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) "Educational activities and programs" shall mean all activities and programs conducted or sponsored by the school either during the school day or after regular school hours.

(c) "School" shall mean every public elementary or secondary school, every regional school, every county vocational school, or any other public institution providing special or general educational services to students from grades K through 12.

6:4-1.3 Policy Development

(a) Each local school district shall develop a policy of equal educational opportunity to be adopted as a resolution by the Board of Education. The school district shall inform the community it serves of this resolution by publicizing it in an adequate manner, including but not limited to the district's customary methods of information dissemination.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include timetables for corrective action to overcome the effects of any previous patterns of discrimination which may exist and a systematic internal monitoring procedure to ensure continuing compliance.

1. One such program or plan shall include, but need not be limited to, action as required by Section 5, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 6, Employment/Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate a member of its professional staff as the affirmative action officer to coordinate and implement the district's efforts to comply. The progress of the district in complying shall be reported by the Superintendent to the Board of Education as it shall require.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status. Community involvement in this process shall be encouraged.

(f) The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

6:4-1.4 Technical Assistance

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for school personnel so as to aid in the elimination of prejudice on the basis of race, creed, color, religion, sex, ancestry, or social or economic status.

6:4-1.5 School and Classroom Practices

(a) No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(c) There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

6:4-1.5 School and Classroom Practices (Continued):

(d) Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(f) The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance or equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

When informing students about possible career, professional and/or vocational opportunities, school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

6:4-1.6 Employment/Contract Practices

(a) All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public school districts shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5.1 *et seq*), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

(c) No school district shall enter into any contract with a person, agency, or organization if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner of Education or designee a copy of its Resolution of Equal Educational Opportunity (See Section 3 (a) of this Chapter) and the name of its affirmative action officer (See Section 3 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for School and Classroom Practices (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for Employment/Contract Practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be fully implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found not to be in compliance with these regulations or its plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State Review and Evaluation

(a) At least once every three years the Commissioner or designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified independent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accordance with the procedures adopted pursuant to N.J.A.C. 6:4-1.2 (a).

(c) Any and all inadequacies in the program plan as revealed in the review and evaluation shall be corrected as

6:4-1.8 State Review and Evaluation (Continued):

soon as is practicable, but in no case shall correction of the plan be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7 (g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A: 6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 *et seq.*

6:4-1.10 Effect of Related Statutes

The obligation to comply with these regulations is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

An order adopting these rules was filed and effective May 20, 1975, as R. 1975 d. 137.

This notice is published as a matter of public information.

For further information, contact Mrs. Nida E. Thomas, Director, Office of Equal Educational Opportunity, State Department of Education, 225 West State Street, Trenton, N.J. 08625. (Phone 609-292-5922)

APPENDIX B-I

PASSAIC COUNTY TECHNICAL AND VOCATIONAL HIGH SCHOOL
45 Reinhardt Road
Wayne, New Jersey

March 20, 1978

The questionnaire below has been developed to determine: 1) how you as a student in the Passaic County Technical and Vocational High School feel about employment opportunities in today's society, and 2) if the present offerings in the Passaic County Technical and Vocational High School regarding occupational training are meeting the needs of our student body in preparing for the "World of Work."

QUESTIONNAIRE ON SEX SEGREGATION

INSTRUCTIONS: Place an (x) in the correct space.

1. Sex: Male ( ) Female ( )

2. Grade: 9th ( ) 10th ( ) 11th ( ) 12th ( )

3. What town do you live in?

( ) Bloomingdale
( ) Clifton
( ) Haledon
( ) Hawthorne
( ) Little Falls
( ) North Haledon
( ) Passaic
( ) Paterson
( ) Pompton Lakes
( ) Prospect Park
( ) Ringwood
( ) Totowa
( ) Wanaque
( ) Wayne
( ) West Milford
( ) West Paterson

4. Race:

( ) Native American or Alaskan
( ) Black
( ) Oriental
( ) Puerto Rican
( ) Spanish (other than Puerto Rican)
( ) White (includes Europe and Middle East)

5. What shop are you presently in?____

a. Was this your "First Choice" shop? ( ) Yes ( ) No
b. Was this your "Second Choice" shop? ( ) Yes ( ) No
c. Is exploratory your present shop (9th grade)? ( ) Yes ( ) No

6. Are you satisfied with your present shop? ( ) Yes ( ) No ( ) Somewhat

7. Did you know what kind of career you wanted before you came to this school?

( ) Yes ( ) No ( ) Wasn't sure

(a) If you were not sure, or did not know, did a guidance counselor at this school help you decide? ( ) Yes ( ) No ( ) Not applicable

8. Do you have adult relations who have the same career in which you are interested? ( ) Yes ( ) No

9. Do you have adult friends who have the same career in which you are interested?
( ) Yes ( ) No

10. Are there both girls and boys in your shop? ( ) Yes ( ) No

    (a) If you answer "yes" to question #10, do you feel that both boys and girls should be there? ( ) Yes ( ) No ( ) Not sure

    (b) If you answered "no" to question #10 do you feel that both boys and girls should be there? ( ) Yes ( ) No ( ) Not sure

11. (For Boys Only) Please check (x) any of the careers listed below which you feel are appropriate for men as well as women.

    ( ) Secretary ( ) Nurse ( ) Dental Assistant ( ) Beautician
    ( ) Keypunch Operator ( ) Clothes Designer

12. (For Girls Only) Please check (x) any of the careers listed below which you feel are appropriate for women as well as men.

    ( ) Plumber ( ) Welder ( ) Auto Mechanic ( ) Machinist
    ( ) Air Conditioning & Ref. ( ) Electrician ( ) Mechanical Drawer
    ( ) Mason ( ) Carpenter ( ) Hair Stylist

13. Would you feel comfortable in a job where all of your co-workers were of the opposite sex? ( ) Yes ( ) No

14. Is there an occupation in which you are interested that is not offered at this school? ( ) Yes ( ) No

    (a) If you answered "yes" to question #14, name the occupation.

    ____

15. Do you feel you will have a difficult time finding a job in your trade when you graduate? ( ) Yes ( ) No

16. If you answered "yes" to question #15, check all of the reasons why you feel that way.

    ( ) There are not many jobs available in my trade.
    ( ) I am not being trained well enough.
    ( ) Companies won't give me a chance because of my sex.
    ( ) Companies won't give me a chance because of my race or nationality.
    ( ) I was never taught how to apply for a job in school.
    ( ) Most of the jobs in my trade are outside of the county, and I do not have any transportation.
    ( ) Other reasons: (Please specify) ______________________________

YOUNG ADULT SURVIVAL COURSE

EAST BRUNSWICK HIGH SCHOOL
Departments of Home Economics and Industrial Arts
East Brunswick, New Jersey

To : All East Brunswick High School Teachers
From : Louis Horvath
Subject: Course Survey

The Departments of Home Economics and Industrial Arts are considering offering a new course in the near future that would deal with the critical needs of young people after they leave home and set up housekeeping for themselves. The course will be called something like "Young Adult Survival." It will be designed to cover many basic items that anyone should know in order to survive.

Teachers in both departments have compiled a list of items they think are necessary. WE NOW NEED AND WANT YOUR HELP AND INPUT! On the following pages are listed many items. Please look over each category and on the sheet provided, select the one you feel is most important and write it in the first space. Then select the second most important and so on.

From your perspective and background, you may not feel any item in some categories is essential. If so, just leave it blank. Better yet, allow us to tap your brain and experiences. Please consider those things you feel are necessary to know if you were starting out and give us your ideas. They do not necessarily have to pertain to the disciplines of home economics or industrial arts.

Your help and attention will be greatly appreciated. Would you return the survey sheet and other materials to my mailbox by the end of school, Monday, May 16th.

Thanks again,

Lou Horvath

YOUNG ADULT SURVIVAL COURSE

East Brunswick High School
Departments of Home Economics and Industrial Arts

Name ______________________ Course Now Taking ______________________

SURVEY RESPONSE SHEET

WOODWORKING

ELECTRICITY

ENGINEERING DRAWING

PHOTOGRAPHY

PARENTING

POWER

FOODS

GRAPHIC ARTS (Printing)

METALWORKING

CLOTHING

HOUSING

OTHER AREAS OR ITEMS NOT MENTIONED IN ANY CATEGORY THAT YOU CONSIDER IMPORTANT!

APPENDIX B-II

YOUNG ADULT SURVIVAL COURSE

East Brunswick High School
Departments of Home Economics and Industrial Arts
East Brunswick, New Jersey

To : All I.A. and H.E. Teachers

From: Louis Horvath

Re : Course Survey

You are being given a package of materials which you will distribute to each of your classes. This material must be collected after each class session. Be certain that your students do NOT mark in the questionnaire but use the sheet provided for their opinions.

Before passing out any materials, read the following instructions to your class. If any students have taken this survey in another class have them write across answer sheet "DID IN ANOTHER CLASS."

PLEASE READ THIS TO YOUR CLASSES:

The Departments of Home Economics and Industrial Arts are considering offering a new course in the near future that would deal with the critical needs of young people after they leave home and set up housekeeping for themselves. The course will be called something like "Young Adult Survival." It will be designed to cover many basic items that should be known in order to survive on your own.

Teachers in both departments have compiled a list of items they think are necessary. WE NOW NEED YOUR HELP AND INPUT! On the following pages are many items. Look over each category and on the sheet provided, pick out the item you feel is most important and write it by number 2 and so on. With your perspective as a young adult, you may not consider any of the items important for your survival. If so, just leave that category blank. Better yet, if you have some idea not listed in each group, then please fill in your suggestion.

Your help and attention will be greatly appreciated by both your teachers and the future students who may select this course. If you have any questions, please don't hesitate to ask your teacher.

Thank you!

APPENDIX B-II

YOUNG ADULT SURVIVAL COURSE

WOODWORKING:

___ Using nails, screws and fasteners properly
___ Sharpening tools
___ Refinishing furniture
___ Using saws
___ Using small power tools properly

ENGINEERING DRAWING:

___ Freehand sketching
___ Views of objects
___ Dimensioning
___ Picture drawings
___ Charts and graphs
___ Working drawings
___ Floor plans
___ Foundation plans
___ Electrical plans
___ Cost analysis
___ House construction
___ Basic design principles

PARENTING:

___ Values
___ Creating the family
___ The new family
___ Child development

FOODS:

___ Foods and proper nutrition. "You are what you eat"
___ Meal planning and preparation
___ Economy food budgeting
___ Getting the most from your food dollar
___ Planning "Do Ahead" foods for entertaining
___ Entertaining on a budget
___ Managing a small kitchen area
___ Meals in one pot
___ Basics of baking, frying and broiling
___ Fast and economical meals
___ Easy special foods

ELECTRICITY:

___ Home electrical wiring
___ Radio as a hobby
___ Electrical schematic reading
___ Simple electrical theory

GRAPHIC ARTS (PRINTING):

___ How to select a printer
___ Careers in the printing business
___ Understanding common printing techniques
___ Silk screen production

METALWORKING:

___ Soldering
___ Fasteners (including taps and dyes)
___ Hand drills and drilling
___ Shaping sheet metal
___ Gas welding
___ Arc welding
___ Forging
___ Foundry work

CLOTHING:

___ Management of the clothing dollar
___ Labeling (fiber content)
___ Basic wardrobe repair
___ Clothing construction

HOUSING:

___ Finding a place to live
___ Evaluating an apartment
___ Meaning of a lease
___ Selecting roommates
___ Basic furnishings
___ Decorating

PHOTOGRAPHY:

___ Purchasing a camera
___ Operating and caring for the camera
___ Using a flash gun
___ Selecting the proper films
___ Composing a picture
___ Hiring a photographer
___ Choosing a good processing laboratory
___ Buying a motion picture camera
___ Using a motion picture camera

POWER:

___ Winterizing small engines like those found on lawn mowers
___ Changing spark plugs
___ Carburetor adjustments
___ Lubrication
___ Proper care of tires
___ Battery care and upkeep
___ Routine maintenance
___ Buying used or new cars
___ Names of the parts of a car

TECHNICAL SET-UP DESCRIPTION FOR AUTOMATED SHOWCASE

As illustrated in Fig. #1, the "Jobs You Can Do" showcase has the following items:

1. Photographs of people working in nontraditional occupations.
2. Small signs naming various occupations which hang from the ceiling.
3. Two small footlight boxes that contain spotlights with three different colors that are operated by a three channel electronic color organ.
4. A box on which a mirror has been placed is the same size as a piece of frosted mylar drafting film that is on the floor. The film acts as a rear projection screen; it is mounted on the inside surface of the showcase glass door. Inside the box is an optical sensor that is the "electronic eye" of the smiley face on the front of the box.
5. At one end of the showcase, on top of a speaker-type box, is the carousel slide projector, which is properly distanced from the rear projection screen. This box contains the speaker, eight-track player, power pack and relay box.

Sequence of Operation:

The sequence of operation is controlled by two different units. One is the optical sensor relay and the other is the eight-track tape player unit. The optical sensor has one function: to turn on the show case system.

The sequence of events begins with a casual passerby walking in front of the showcase. The optical sensor "senses" movement. The sensor then closes a relay switch, which, in turn, turns off the showcase lights and turns on the entire sight and sound system.

Music and flashing colored lights that dance to the rhythms of the music open the scene. The volume of the music fades; flashing lights cease; the first slide appears on the screen. The show lasts for approximately thirty to forty-five seconds. When the finale music swells, the lights flash again. After the screen goes blank and the music ends, the entire system automatically shuts off and the showcase lights come on again. If no one is standing or moving in front of the showcase, the system remains off.

Illustrated in Fig. #2 is a top view (looking down) of the showcase. The mirror is angled at forty-five degrees to the surface of the glass doors. The size of this mirror is dependent upon the depth of the showcase.

Fig. #3 illustrates the interconnection of various devices needed to produce the automated showcase. It must be underlined at this point that a person with some electrical background knowledge will be needed to secure and connect these units together.

Equipment Description:

Carousel Projector: This is a standard carousel projector in which the lamp is operated separately from the main switch. If a wide-angle lens is available, it would greatly improve the image size and projection distance.

Sound Relay: This is an audio sound operated relay unit in which the input is a tone signal from the speaker output of the right channel of the stero eight-track player. Recorded on the right channel are the tones needed to advance the slides in the carousel projector.

Eight-Track Tape Player: An automobile type was used because it is compact and has a built-in audio amplifier system; its power pack supplies twelve volts. The music, sound effects, and narration are recorded on an eight-track tape, but only on the left channel; the slide advance tones are on the right channel. Other recording equipment is needed to produce the eight-track tape. A standard eight-track tape can be altered to fit the length of the programs using a full eighty slides of a carousel tray. This system provides for continuous and repetitive operation. Audio foil sensing tape with the track switching solonoid pickups, automatically sends a signal to a power holding relay that shuts off the system at the end of each commercial. The track switching solonoid is disconnected in the unit.

Relay Box: This box holds two relays. One relay will be low voltage; the other is on line voltage. The low voltage relay receives its signal from the optical sensor. The optical sensor closes the line voltage relay. Finally, the line relay powers the showcase system.

Color Organ: This unit can be single-channeled or multi-channeled. (The latter is commonly found in electronic stores.) It gets its signal from the left channel speaker output of the eight-track player. This unit both attracts attention to the showcase and enhances the music introductions. The lights connected to this unit can be of any variety: spotlights or Christmas tree lights.

Optional Equipment Set-Up:

A substitute for the eight-track player for this showcase would be a cassette slide advance player/recorder (Tiffen Show/Corder Model 7200 or a Model 7300), which automatically shuts off at the show's culmination. TDK cassettes can be purchased in the endless loop variety up to twelve minutes in length. A relay box, as described before, will be needed to control the showcase lights and the projector lamp.

A substitute for the optical sensor is a simple, push-button switch, mounted on the outside of the showcase. A person simply pushes the button to see the show.

The color organ, too, can be substituted simply with a self-flashing, Christmas tree light set.

Samples of the dialogue include the following:

"Here's Bob supervising toddlers at play in a day care center ......
He has responsibilities of reading to toddlers ....
  and reading to other age children ....
Bob is happy and successful in this position ....

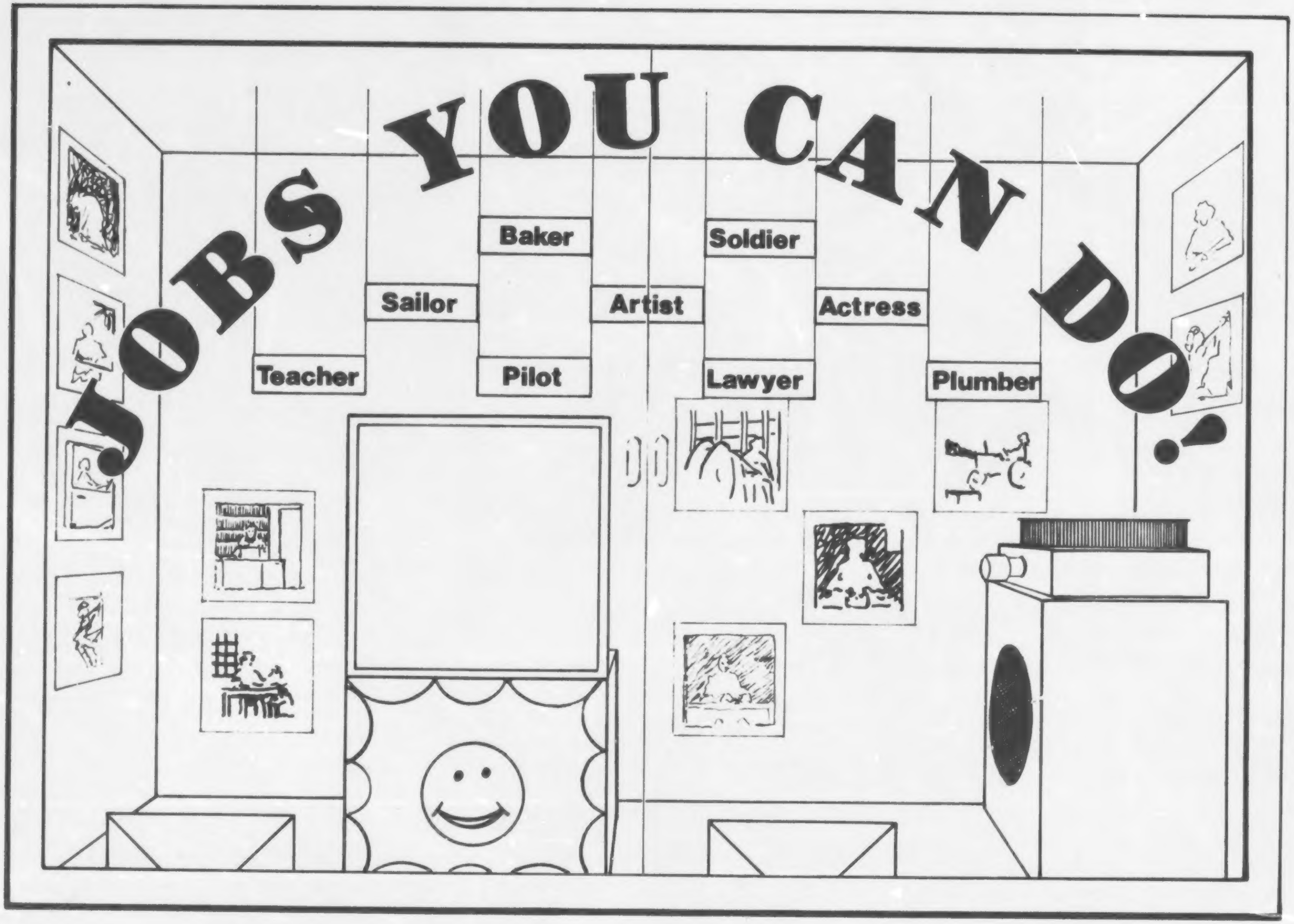
JOBS YOU CAN DO!
Baker
Soldier
Sailor
Artist
Actress
Teacher
Pilot
Lawyer
Plumber

Fig.1

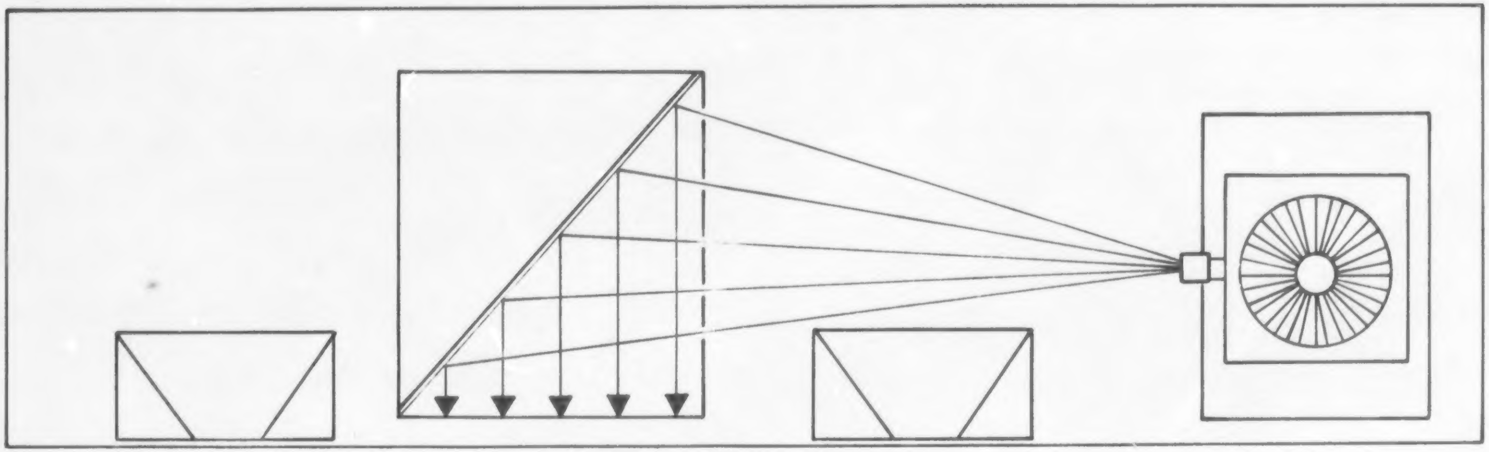

Fig.2

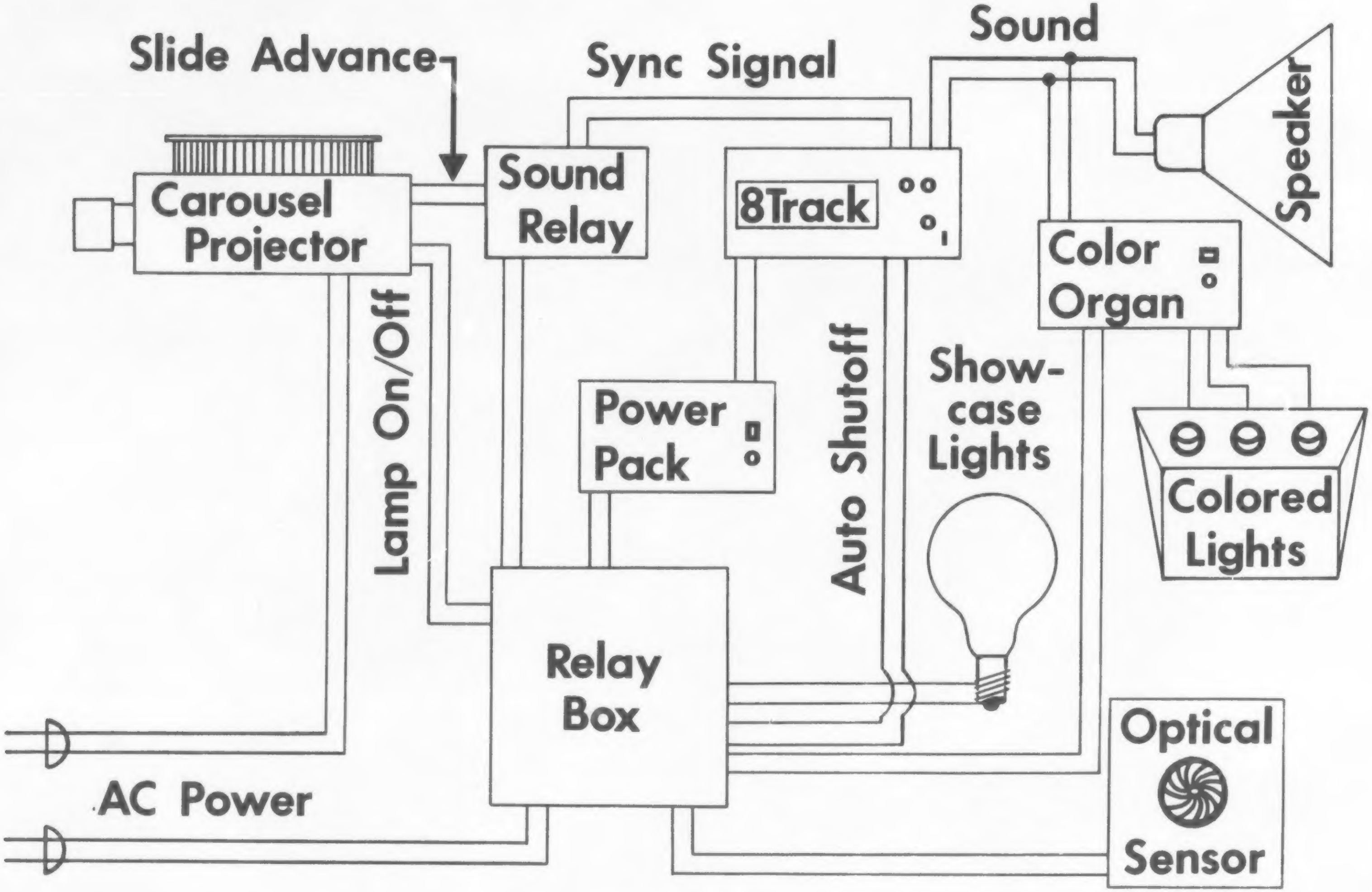
Slide Advance
Sync Signal
Sound
Speaker
Carousel Projector
Sound Relay
8Track
Color Organ
Lamp On/Off
Power Pack
Auto Shutoff
Show-case Lights
Colored Lights
Relay Box
Optical Sensor
AC Power

Fig.3

MAPLEWOOD JUNIOR HIGH SCHOOL
School District of
South Orange and Maplewood, New Jersey

Office of the Principal
Telephone: 201-762-5600

7 Burnett Street
Maplewood, New Jersey 07040

November 1977

Dear Parents:

Your son or daughter is beginning a ten-week cycle in sewing and handcrafts. This program has been developed, in part, to fulfill the school's responsibility to provide equal opportunities in education. It is an exploratory experience in which everyone is free to experiment with materials and techniques without regard to former stereotypes of "male" or "female" activities. We are hopeful that you can be supportive of your youngster's experimentation in activities that may be helpful and enjoyable in the contemporary world.

During the first five weeks of the course each student will select one project which will teach basic use of a sewing machine. Stuffed animals, patchwork pillows, or book or laundry bags are possibilities. A second project may be chosen from among several handcrafts: quickpoint, macrame, or embroidery. The materials for these introductions to sewing and crafts are being provided by the school.

A second five weeks of the course will be devoted to individual projects, chosen by each student. The student will be expected to provide the necessary materials. You are encouraged to counsel your youngster in selecting something that interests him or her, that is within your means, and that can be completed in five weeks. As a guide, the teacher has provided some ideas which I am listing below. If you have any questions, please contact the teacher, Ruth Ockman, or me.

Sincerely,

Marguerite R. Cryer, Head
Home Economics Department

T-shirt
simple shirt
wrap-around skirt
A-line skirt
latch hook pillow

needlepoint picture or pillow
embroidered sampler
embroidery on jeans or shirt
macrame plant hanger
macrame belt

tote bag
clothing repair

Day care workers Rich and Al have also been successful working
with children ....

This is a talent YOU could develop by taking child development."

"Join hands to put a "steak" in your future ....

Women as well as men today are being given opportunities as Terri
has here ....

where she is learning all phases of management ....

while learning to work with others as a team ....

to "steak" your claim in this job field later, sign up now for our
food courses and cooperative home economics course."

MAPLEWOOD JUNIOR HIGH SCHOOL
School District of
South Orange and Maplewood, New Jersey

Office of the Principal
Telephone: 201-762-5600

7 Burnett Street
Maplewood, New Jersey 07040

January, 1978

To the parents:

This year at Maplewood Junior High we are inaugurating a new program in an effort to provide equal opportunities in education and to prepare youngsters for broader roles in contemporary society. All seventh grade students are participating in a ten-week cycle in industrial arts and ten weeks in home economics, without regard to former stereotypes of "male" and "female" activities.

As part of our overall evaluation we would like your reaction, as a parent, to the program. Will you please take a minute to answer the questions below and return the sheet to school with your son or daughter.

1. Do you have a son or do you have a daughter in this program? (circle one)
2. Which course did your child recently complete?
   metal shop ( ) wood shop ( ) clothing-handcrafts ( ) foods ( )
3. Do you think that requiring the courses is a positive way of encouraging expansion of the roles of young men and women? yes ( ) no ( ) undecided ( )
4. The ten weeks that your child has had the subject he/she has completed is all that is provided in seventh and eighth grades. For your youngster do you think this is not enough ( ) too much ( ) about right ( ) undecided ( )
5. Do you think your youngster was more accepting of the program than you were?
   yes ( ) no ( ) undecided ( )
6. Did your child express doubts or concerns to you about taking the course during the ten weeks recently completed? yes ( ) no ( )
7. Do you have further comments that may help us in evaluating this new program? (Please use the back of this paper)

MAPLEWOOD JUNIOR HIGH SCHOOL
School District of
South Orange and Maplewood, New Jersey

Office of the Principal
Telephone: 201-762-5600

7 Burnett Street
Maplewood, New Jersey 07040

November 1, 1977

Dear Parents:

Your son or daughter is beginning a ten-week cycle in foods. It is hoped that the opportunity to be introduced to the fundamentals of food preparation will be beneficial and enjoyable, and at the same time the experience will contribute to changing the stereotype of "male" or "female" activities.

Requiring that all students take home economics and industrial arts in seventh and eighth grades is a program developed to fulfill our responsibility to provide equal opportunities in education. Specifically, this course will expose the students to the basic tools and the knowledge of nutrition necessary for managing their own meals if they have an apartment in college or when they are employed after high school. It should stimulate interest in a skill that might be valuable to them later as marriage partners. Seeing a possibility for wage-earning through the use of skills related to foods may also result from this experience.

We anticipate that you will be supportive of your youngster's experimentation in an activity that should be personally helpful in contemporary society.

Sincerely,

Marguerite R. Cryer, Head
Home Economics Department

Approved by Dr. Bernard Ryan

APPENDIX C-II

QUESTIONNAIRE FOR STUDENTS

Home Economics Department
Industrial Arts Department

identify your sex:

male ( ) female ( )

1. Which cycle of the program in home economics and industrial arts are you now completing? foods ( ) clothing ( ) woodworking ( ) metal shop ( )

2. The ten weeks of the subject you have just had is all that you will be able to take in seventh and eighth grade. Do you think this is
not long enough ( ) too much ( ) about right ( ) undecided ( )

3. Have you liked being in a co-ed class? yes ( ) no ( )

4. Would you have taken this course if it had not been required? yes ( ) no ( )

5. Do you think boys should learn the skills in home economics, such as sewing and preparing food? yes ( ) no ( )

6. Do you think girls can benefit from knowing something about wood and metal work? yes ( ) no ( )

7. Did you know when school opened that this course was required of both boys and girls? yes ( ) no ( )

8. Did you participate in the regular laboratory program in this course?
yes ( ) no ( )

   Did you do an alternative research project?
   yes ( ) no ( )

9. What suggestions or comments have you about the required courses in home economics and industrial arts for boys and girls.

APPENDIX D-I

ELEMENTARY SEX ROLES QUESTIONNAIRE

______________________	____________	______________________
Name	Age	School

1. Whom do you think are stronger, boys or girls? ______
2. Whom do you think are better artists, boys or girls? ______
3. Whom do you think make better class presidents, boys or girls? ______
4. Whom do you think behave better in class, boys or girls? ______
5. Whom do you think have better table manners, boys or girls? ______
6. Do you think a mother should have a job outside of the home? ______

Yes ______ or No ______

7. Do you think a father should wash the dishes? Yes ___ or No ___
8. Do you think a man should learn how to sew? Yes ___ or No ___
9. Do you think a woman should know how to use a saw? Yes ___ or No ___
10. Do you think a woman would make a good auto mechanic? Yes ___ or No ___
11. Do you think a man would be a good cook? Yes ___ or No ___
12. Do you think a man could take care of a baby? Yes ___ or No ___
13. Whom make better students, boys or girls? ______
14. Whom do you think cry more easily, boys or girls? ______

APPENDIX D-II

WHAT'S YOUR OPINION?

For each statement below, mark the line at the right to tell whether you agree or disagree.

KEY: A = agree N = neutral D = disagree

1. I think that a woman's place should be in the home. A N D
2. It's okay for a girl to play on a male team if she's a good athlete. A N D
3. Men should make the important decisions because men think, while women act on their emotions. A N D
4. Husbands and wives should share equally in housework and childcare. A N D
5. I hope to get married when I'm older. A N D
6. Women shouldn't want to change things because they have the best deal now. A N D
7. There's a lot of sex-role stereotyping in my family. A N D
8. I don't want to have children when I'm older. A N D
9. Women who want to work outside their homes really want to be men, and they'll never be satisfied. A N D
10. It's okay for a woman to be assertive. A N D
11. Males and females are created different and are meant to act in very different ways. A N D
12. Cooking and sewing are only for girls and women. A N D
13. It's okay for a boy to cry. A N D
14. It's okay for a man to cry. A N D
15. A woman shouldn't take a job that pays more than her husband's job. A N D
16. It's important to me that a man acts like a "real man" and a woman acts like a "real woman." A N D
17. A woman should not compete with a man because this damages his ego. A N D
18. Sometimes I feel like doing something that a person of my sex "isn't supposed to do." A N D
19. I get mad when people tell me that what I want to do isn't "right" for a person of my sex. A N D

Source: Planning for Free Lives, developed by Feminists Northwest, Seattle, WA, 1976, p. 6.

DESERT ISLAND FANTASY

Objective

To help develop awareness of stereotyped ideas and roles.*

Group For

Any age, both sexes.

Materials

Optional--paper and pencil.

Procedure

Divide assembly into small, mixed sex groups of five or six people. Have them imagine that they have been shipwrecked on a desert island. Each group is to decide what it must do to survive. When they have had a chance to discuss this, ask each group to consider its process—how were decisions made?

What decisions were made?
Who ended up doing what job, and why?

NOTES

Reprinted with permission from: Nickerson, Dorn, Nash, Gun, Wasserman, and Speizer, Intervention Strategies for Changing Sex Role Stereotypes: A Procedural Guide, 1975, p. 25.

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* Exercise developed by Anne Nash.

APPENDIX D-II

WOMEN IN ADVERTISEMENTS

1. Tabulate the image of women as portrayed in the ads:

How often is she seen as:	Describe what she is doing:
Housewife/Mother	
Sex Object	
Working Woman	
Demonstrating athletic strength and ability	
Other	

2. Tabulate the image of men as portrayed in the ads:

How often is he seen as:	Describe what he is doing:
Househusband/Father	
Sex Object	
Working Man	
Demonstrating athletic strength and ability	
Other	

Checklist for Magazine Ads

3. Describe any especially striking examples:

APPENDIX E

WASHER--DRYER WORKSHEET

Name ______________________________ X Y Z (Circle one) ____________

The Washer: Use the washer and the instruction book to answer the following questions.

1. On the top left of the machine is a set of switches. What do the following letters on the switches mean?

N/N ____________	H/W ____________	N/G ____________
W/W ____________	G/G ____________	C/C ____________

2. Give specific examples of clothes you would wash in:
hot water ____________ warm water ____________

3. In the center top of the machine is the water level control. Why would this be a good feature for a washing machine?

____

4. The washer has a SOAK CYCLE. When would this be used?

____

5. Look under the sink in the wash area. There are many products to clean clothes. Look at each product and fill in chart below.

	Brand Name	Amount to put in washer
a. detergent		
b. soap		
c. bleach		

6. Why should you always measure detergent before it is put in washer?

____

7. The dial on the right side of the washer is used to set the time and wash cycle desired. To set the dial, push in and turn to the right. To start the washer, pull out the dial. When you pull on the dial, what happens inside the washer?

____

Call the teacher and let her test you on the washer. ____________ (Teacher Initial)

APPENDIX E

Name ______________________________ X Y Z (Circle one) __________

The Dryer: Look at the dryer and the instruction sheet to answer the following questions.

1. Explain the difference between the automatic drying cycle and the timed drying cycle.

   ____

2. On the top left side of the dryer is a set of buttons. Which button would you press to dry the following items:

   a load of blue jeans ______________________________

   airing out a blanket ______________________________

   permanent press shirts ______________________________

   delicate lace curtains ______________________________

3. On the top right side of the dryer is the control knob. What should the knob point to for the following:

   a load of blue jeans ______________________________

   permanent press shirts ______________________________

   airing out a blanket ______________________________

   delicate knit shirt ______________________________

   sheets (not permanent press) ______________________________

4. When a dryer load is finished, a buzzer will ring for one minute before the dryer shuts off. Why does this help you?

   ____

5. Once all knobs are set, you may start the dryer by pressing the start button. Will the dryer start if the door is open? (Try it)

   ____

Once you have answered all questions, call the teacher to be tested on the dryer.

____
(Teacher initial)

APPENDIX F-I

CO-ED QUESTIONNAIRE

(Composed by students)

1. Give at least two reasons why you believe the clothing classes and metal sculpture classes should remain segregated.

2. Give at least two reasons why we do not have co-ed enrollment in clothing and metal sculpture classes.

3. Do you think that the boys find learning to sew:
    a. Profitable? b. Career-oriented?

4. Do you think that the girls find learning metal sculpture:
    a. Profitable? b. Career-oriented?

5. Would peer pressure prevent co-ed enrollment in such classes?

6. Would you like your boyfriend or girlfriend to enroll in either of these classes?

7. Do you think fitting patterns and clothes might be a problem in the co-ed class?

8. Do you think high school students should be educated regarding their roles in the fashion world, particularly the role of the male?

9. Do you have any misconceptions regarding the course content and project requirements of these classes?

10. Do you think that there might be limitations to the type of project to be completed based on sex?

11. Do you consider sewing a feminine art? Metals a male art?

12. Do you think a male's ability to sew would be equal to that of a female?

13. Do you think the comraderie of the students in the class is curtailed in a co-ed environment?

14. Do you think that the standards for evaluating projects would be changed in a co-ed class?

15. If all females and males were required to take clothing and metal sculpture, would students feel more comfortable in enrolling in these classes?

16. In a co-ed class, do students seek help from the teachers more, less, or the same as they do in a sex segregated class?

APPENDIX F-II

FRESHMAN CYCLE CURRICULUM FOR HOME ECONOMICS AND PHOTOGRAPHY

HOME ECONOMICS

Fifteen Day Unit

1. Introduction to Home Economics: Course content, projects, careers available for men and women. (Take pictures.)
2. Learn to operate sewing machine. Demonstration of threading machine; students practice.
3. Practice threading and sewing. (Provide scraps.)
4. Begin project of stuffed animal, cut, pin.
5. Sew: Students who do not have machines will learn small equipment and how to read pattern markings and guide sheets.
6. Reverse of day five.
7. Stuff and complete animal.
8. Understand RDA: Learn to read charts for calorie intake according to height, weight, age, activity.
9. Basic Four: Go over daily diets and analyze.
10. Safety in the kitchen, etiquette. (Take pictures.)
11. Terms used in recipes.
12. Plan a simple meal; market order procedures.
13. Begin meal preparation.
14. Complete meal; eat; clean-up.
15. Evaluation of meal; preparation; nutrients found. Course Evaluation.

PHOTOGRAPHY

Fifteen Day Unit

1. Introductory Lesson: Explain required projects; types of class activities.
2. Darkroom Demonstration: Equipment, processing paper, safety, paper reaction to light.
3. Filmstrips: History of Photography and Photography in Communications.
4. Photograms: Entire class makes first project.
5. Enlarging Exercise: Setup seven enlargers and let students operate and make a print.
6. Magnification Project: Students bring in small, detailed objects to magnify in the enlarger and make prints.
7. Lesson on careers in photography and educational opportunities.
8. Photography as a hobby, taking better pictures, setting up a home darkroom.
9. Film developing demonstration.
10. Class picture taking assignment.
11. Develop black and white film from the picture taking assignment.
12. Demonstration on types of cameras: Buying the right camera for your needs and budget.
13. Test exposures for enlargements.
14. Enlargements: 5X7 prints are made from each students negatives.
15. Dry photographic prints and return all projects.

CLOTHING AND THE PERSON--GRADE EIGHT

APPENDIX F-III

TOPIC I: THE PERSON'S NEED FOR PROTECTION AND COMFORT

Behavioral Objectives: Learning is developing when the student is able to (in speaking, writing, reading, listening, and/or illustrating):

1. Define five reasons for wearing clothes.
2. Recognize the social forces which affect personal clothing and cite present-day examples.
3. Identify how the cultural events of a nation are reflected in its fashion by citing three clothing fashions since 1900.
4. Tell about careers associated with theatre, movie, television, as a costume designer, a museum curator, or newspaper fashion illustrator.

Content Outline

A. Reasons for wearing clothes
   1. Modesty
   2. Protection
   3. Status
   4. Identification
   5. Adornment

B. Social forces affecting personal clothing choices
   1. Individuality
   2. Roles

C. Cultural influences on clothing
   1. Tradition
   2. Entertainment
   3. Famous people

Materials and Strategies

Materials:

Texts: Art: Tempo of Today (1969) Unit 12 ("Industrial Design and Advertising Design")
Art: Of Wonder & a World (1967) Units 2 and 4
Concepts in Clothing (1976) pp. 2-14.

A.V.A.: Reinhold Visuals Portfolio 10 - Fantasy and Illusion.

Vocabulary

Adornment
Body decoration
Ethnic
Fashion
Role
Status
Tradition
Synthetic

TOPIC II: THE PERSON AND THE SELECTION OF CLOTHING

Behavioral Objectives: Learning is developing when the student is able (in speaking, writing, reading, listening, illustrating, and/or manipulating materials) to:

1. Relate the basic art elements of line, shape, color, and texture, in clothing style.
2. Recognize the basic clothing shapes.
3. Explain the term optical illusion in relation to the elements of clothing design.
4. Use primary, secondary, intermediate, analogous, and triad colors in personal clothing considerations (role play).
5. Explain how planning a wardrobe can produce efficient use of money.
6. Tell how proper selection of clothing can enhance your personality.
7. List three criteria when choosing accessories.
8. Define how eye, hair, and skin coloring can be used as a guide in the selection of clothing.
9. Tell about careers associated with cosmetic companies, hair stylists, fashion designers, commercial pattern companies, and or product designers of clothing accessories.

Content Outline

A. Basic Art Elements in Clothing Styles
   1. Line:vertical/horizontal/curved/diagonal
   2. Shape: tube/bell/back fullness
   3. Color: theory (analogous-triad)
   4. Texture: surface quality

B. Clothing and Personal Looks
   1. Body build--bone structure and weight-height
   2. Optical illusions
      a. Color influences
      b. Pattern influences

C. Wardrobe Planning
   1. Finances available
   2. Fads and fashions
   3. Clothes and accessories

D. Personal Coloring
   1. Eye coloring (warm-cool)
   2. Skin coloring (warm-cool)
   3. Hair coloring (warm-cool)

E. Accessories
   1. Decorative
   2. Basic to garment
   3. In scale with the garment

Materials & Strategies

Text: Art: Of Wonder and a World
Unit 12-"Color Emphasis in Fashion"
Unit 11-"Color as Pigment"
Unit 22-"Applied Ornamentation versus Structural Ornamentation"
Unit 20"Universal Basic Forms"
Concepts in Clothing pp. 51-87

Strategies:

Cut from large colored paper, shirt or blouse shapes. Analyze what the color does for your hair/skin color/ or eyes.

Students study their body shape. What art elements flatter you? What are your best features?

Vocabulary

Body build
Color
Hue
Intensity
Art elements
Analogous
Triad
Optical illusion
Fads
Coordinate
Wardrobe planning

Interdisciplinary

Science: Research optical illusions to better understand the phenomena as a way of affecting spatial qualities of size and shape.

Math: Measure yourself in centimeters. Find out your proportions (head to torso, arms to leg length.)

Arts: Use colored paper and a simple figure drawing technique and develop coordinate clothing color schemes for casual wear.

Social Studies: Research fads of a year ago. Find out what created the interest.

Music: Analyze a music fad to learn its music elements, i.e., pattern, rhythm, etc.

TOPIC II: (Cont'd)

APPENDIX F-III

Content Outline	Materials & Strategies	Vocabulary	Interdisciplinary
F. Small Sewing Equipment 1. Cutting tools a. Scissors b. Shears (1) Pinking (2) Dressmaking 2. Tape measure 3. Meterstick 4. Seam ripper G. Marking the Pattern 1. Pins 2. Chalk 3. Tracing wheel/paper H. Iron Useage 1. Pressing with steam (up/down motion) 2. Ironing with steam (back/forth motion) 3. Pressing cloth 4. Iron temperatures with fabrics	Text: Concepts in Clothing Chapter 8 Strategies: Students design pillow cases using quilting and patchwork techniques. Applique paintings can be designed from scrap fabric/or applique designs on jeans. Students do tests on sample fabrics to determine the effect. Students can design a simple pattern for a back-pack. Teachers and students can develop many activities to enhance the topic and content such as: Students bring in magazines that have photos illustrating protection, adornment, status, modesty, identification. Cultural influences can be notes. Students select a country and identify how its customs influence the style of dress. Students role play as a costume designer for a particular time period and list the influencing factors that would affect costumes. Students would analyze how color used in fabrics affects roles or activities. Students would note the latest student fashions and identify the influence.		Social Studies: Identify how the political period of time being studied affect style Music: What effect does music have on fashion or style? Science: Find out how technology and chemistry have influenced fabrics. What advantages do natural fibers have over synthetic fibers?

It should be noted that if any clothing construction is attempted it will be for a simple garment. The teacher, depending upon pattern knowledge, use of pattern, basic layout techniques, sewing, and fasteners may have to practice and read Chapters 9, 10, 11, 12 and 13 Concepts in Clothing.

TOPIC III: THE PERSON AS A CONSUMER

Behavioral Objectives: Learning is developing when the student is able (in speaking, writing, reading, listening, and or illustrating) to:

1. Recognize and evaluate construction features important to buying clothing and accessories.
2. Cite the steps used in the decision making process of clothing and textile selection.
3. Discuss the use of credit (long term/short term) in purchasing.
4. Explain the importance of clothing labels.
5. Tell about the sources available for consumer protection.
6. Identify three design requisites as they apply to wardrobe selection.
7. Tell about careers associated with department store managers, fashion advertisers, sales persons, textile designers, consumer protection agencies.

Content Outline

A. Decision Making

1. Steps used in the decision making process:
   a. Needs/wants
   b. Long term/short term
   c. Seasonal buying/sales
   d. Money v.s. credit
   e. Evaluate buying sources

B. Comparison Shopping

1. Quality of construction.
2. Label markings
3. Design requisites
   a. Function
   b. Simplicity
   c. Originality

Materials & Strategies

Text: Concepts in Clothing - pp. 16-32
Art: Tempo of Today
Unit 6
Art: Of Wonder & A World
Unit 5 (Material knowledge) (Comparison of materials from different time periods)
Unit 18 (sources of commercial pitches and aesthetic appeal in advertisements)

Strategies:

Students do a survey of their families to learn buying habits.

Students bring in labels and ads to show how companies present their products to make them appealing.

Students use video T.V. and develop a commercial to sell a product.

Students bring to class a garment that illustrates

Vocabulary

Bias
Consumer
Credit rating
Fiber content
Labeling/hangtag
"Second"
Decision Making

Interdisciplinary

Social Studies: Reenact the scene of a person returning a product because of poor quality.

Music: Compare the recording of a musical selection recorded by two different record companies. Define the differences.

Math: a) Work out the interest payment on a charge for an expensive garment. Compare the savings if the same garment was saved for and paid in cash.

b) Develop a cost factor sheet comparing the cost of buying a single garment or accessory and that of making it yourself.

TOPIC IV: THE PERSON AS MAKER OF CLOTHING/ACCESSORIES/AND CRAFTS

Behavioral Objectives: Learning is developing when the student is able (in speaking, writing, reading, listening, illustrating, and or manipulating materials) to:

1. Demonstrate tools and materials for hand loom weaving, rug hooking, and macrame; as well as quilting, patchwork and applique.
2. Explain the "marriage" of crafts and arts.
3. Discuss with examples how craft making can be personally satisfying and culturally enriching.
4. Recognize and explain the basic parts of a sewing machine.
5. Use and control the sewing machine and material for a desired project.
6. Follow the manufacture's instructions on how to clean and care for the sewing machine.
7. Explain the purpose of small sewing equipment and demonstrate their use in a project.
8. Explain the safety precautions needed in using the sewing machine and small sewing equipment.
9. Tell about careers associated with textile technology, window designers, buyers for a department store, craft store or boutique, sewing machine production, salespersons for sewing equipment, and repair service.

Content Outline

A. Creative Stitchery
  1. Weaving
  2. Hooking
  3. Macrame
  4. Quilting
  5. Patchwork
  6. Applique

B. Marriage of Crafts and Art
  1. Creative need (expression)
  2. Functional need

C. The Sewing Machine
  1. Basic Machine Parts/Uses
  2. Operation
    a. Needle
    b. Threading
    c. Stitches
      (1) Stitch a straight line (seam)
      (2) Stitch a curved line
      (3) Stitch a sharp corner
  3. Machine care and cleaning.

Materials & Strategies

Text: Concepts in Clothing pp. 91-120

Art: Of Wonder and a World Unit 4 (personal interests and abilities related to media) Man-woman made v/s machine made)

Macrame: Creative Design in Knotting Chapter 9. "Fashions & Accessories" pp. 180-195

Vocabulary

Iron
Meterstick
Pinking shears
Scissors
Shears
Seam ripper
Pressing
Ironing
Machine parts:
  Bobbin
  Bobbin winder
  Bobbin case
  Hand wheel
  Needle clamp
  Pressure control
  Presser foot
  Presser-foot lifter
  Reverse control
  Slide plate
  Spool pin
  Stitch regulator
  Stitch-width control
  Tension control
  Throat plates

Interdisciplinary

Math: Compare a meterstick with a yardstick. Learn to convert inches to centimeters. Measure stitches in centimeters.

Science: Compare the use of various detergents on fabrics. Analyze stain removal solvent of various kinds and compare results.

Social Studies: Research sewing methods of other cultures. Note similarities and differences.

Explain how the Industrial era changed machine technology.

APPENDIX F-III

CLOTHING AND TEXTILES: Grade Eight Introduction and Conclusion: Values Clarification Exercise on Roles/Sexist Attitudes

Purpose: To explore role perceptions, increase individual awareness of sexist attitudes and ideas.

Method: Administer the exercise two weeks before beginning the unit on Clothing & Textiles, and at the end of the unit. Compare the results.

To The Student: Respond to statements by agreeing, disagreeing or registering no opinion. Use the following symbols. A (agree) D (disagree) N (No Opinion).

1. Girls wear clothes for different reasons than boys.
2. Accessories are for boys as well as girls.
3. Cosmetics should be worn only by women.
4. Males and females are created differently, therefore they should dress differently.
5. Boys should fix sewing machines and girls should use sewing machines.
6. Sewing is strictly for girls.
7. Costume designers generally are women.
8. Famous people help establish clothing trends/fads.
9. Repairing clothing is strictly a mother's task.
10. Husbands and wives should share in clothing care at home.
11. Men should be salespersons and not women, when it comes to selling sewing machines.
12. I enjoy using a sewing machine.
13. I get mad when others tell me that what I want to do isn't "right" for a person of my sex...like weaving.
14. Men should be able to sell cosmetics.
15. Women's fashions look too much like men's.
16. Fads are for boys and girls alike.
17. Clothing reveals many things about people.
18. Buying with cash is more acceptable than buying with credit.
19. Buying out of season is expedient, but not stylish.
20. Women spend more money on clothing than men; girls, more than boys.

CLOTHING AND THE PERSON: GRADE EIGHT

APPENDIX F-III

BIBLIOGRAPHY

Basic Text:	Concepts in Clothing-Graef/Strom		Webster/McGraw-Hill	1976
Supplementary Texts:	ART: Of Wonder & a World	Morman	Art Education	1967
	ART: Tempo of Today	Morman	Art Education	1969
	Macrame: Creative Design in Knotting	Meilach	Crown Publishers	1971
	Weaving is for Anyone	Wilson	Van Nostrand	1967
	Weaving off-loom	Meilach	Henry Regnery	1973

Evaluation:

Evaluating student performance through personalized creative problems.
Measuring the students:

1. Experimenting
2. Experiencing
3. Quality of work

Relating student performance to the behavioral objectives and administering "appropriate tests" to measure the objectives:

1. Unit tests
2. Attitude tests
3. Oral tests
4. Testing through teacher observation

Analyze and interpret results of tests as a "change-agent" of the program.

1. Revise behavioral objectives
2. Change content
3. Change expectations
4. Improve instruction techniques (strategies)
5. Develop new evaluation instruments.

NEWSLETTER ON UNIFIED ARTS AT THE KREPS SCHOOL

Area: Home Economics

Unified Arts at the Kreps School: The U.A. Program includes the Departments of Art, Home Economics, Music, and Industrial Technology. We work independently in our areas but cooperatively plan together, when appropriate, to provide a comprehensive exposure for all the sixth to eighth grade students. The sixth, seventh, and eighth grades have the chance to select the area of their choice each marking period. At the end of the school year, each child will have completed work in all four unified areas.

Home economics at the middle school level includes many areas. Home economics is a field of study that merges and applies principles from the fine arts, physical and biological sciences, social sciences and the practical arts. We introduce principles that touch on art, housing, family relationships, foods, clothing construction, textiles, hand crafts, consumer education, human development.

The following outline is a course of study in home economics that may be offered during a three-year span. Not all areas are offered each marking period.

SIXTH GRADE

1. Basic Foods: (given once a year) Introduction to foods, safety rules in the kitchen, measuring abbreviations, basic cooking techniques, meal planning, knowledge of the basic four.
2. Hand Sewing: (offered once a year) Knowledge of basic hand sewing stitches for clothing repair and construction of small hand sewing projects: such as pillows, totes, embroidery and macrame; creative stitchery is also included with individual creations encouraged.
3. Introduction to Machine Sewing: (optional) Jiffy sewing: sewing with super simple patterns, no zippers, sleeves, collars.
4. Holiday Gifts and Crafts: Offered during winter holidays.
5. Woodwork Project: Offered when industrial arts teacher has class during the same period as home economics teacher. A team teaching effort is made to create, design and work on an individual design.
6. Introduction to Home Economics: Broad outline given to introduce students to home economics: food, clothing, child care, careers, and personal money management are offered.
7. Design Principles in Housing and Interiors: A study of a room. Knowledge of traffic patterns, colors, design principles, floor plans and environment is included.

SEVENTH GRADE

1. Basic Foods and Nutrition: (offered once a year) A study of:
   - a. Knowledge of nutrition and deficiency diseases
   - b. Buffets and casseroles
   - c. Regional foods
   - d. Consumer education (comparison shopping of foods)
   - e. Food habits: food fads
   - f. Cooperative working relationships in the foods lab
   - g. Basic measurements
   - h. Principles of vegetable, meat, grain cookery.

2. Basic Clothing: (offered once a year)
   - a. Roles and values reflecting clothing that is worn by individuals

SEVENTH GRADE (Cont'd)

b. Fashion: sewing a creative art
c. Concepts of basic clothing construction
d. Knowledge of machine and parts
e. Seams and finishes
f. Pressing

3. Child Development: Birth through Kindergarten
   a. Physical care of children: prenatal care
   b. Guidance and discipline
   c. Individual personality
   d. Food for children
   e. Toddlers at play
   f. Social development
   g. Language and thinking

4. Holiday Gifts and Crafts: Range of Projects
   a. Candle making
   b. Bread dough sculptures
   c. Hand sewing projects
   d. Rug hooking
   e. Macrame

5. Introduction to Careers: Exploration of career clusters: some hands-on work plus possible field trips.

6. Interior Design and Housing:
   a. Influence of housing on people
   b. Processes in furnishing homes (planning areas of the house in relation to family needs, personal preferences and concepts of design)
   c. Process in designing interiors
   d. Elements of design
   e. Art principles
   f. Factors that influence the form and use of housing
   g. Processes in designing interiors

7. Consumer Education: This is incorporated in most areas taught in Home Economics. Concentration is on:
   a. Personal money management
   b. Credit: economic resource of family
   c. Family expenses
   d. Money use is relation to teen-age income
   e. Buying for the family
   f. Managing homemaking activities
   g. Provisions for a family economic security.

EIGHTH GRADE

1. Basic Foods and Nutrition: Offered once a year
   a. Meal planning and Basic Four
   b. Nutrition education
   c. International foods
   d. Gourmet cookery
   e. Project: a buffet meal to be served to faculty
   f. Nature of food--food preservation
   g. Significance of food: formation of food habits
   h. Food preparation and cooking methods.

2. Basic Clothing: Machine Sewing
   a. Techniques of construction of simple garments
   b. Social and psychological aspects of clothing
   c. Wardrobe planning and consumerism
   d. Wardrobe maintenance
   e. Nature of textures
   f. Knowledge of grain, selvage, bias of fabric
   g. Styles, fashions, fads.

3. Life Styles: Family Relationships
   a. Relating to others as a team (development and socialization of the individual)
   b. Universality of families
   c. Meaning of self
   d. Family and community
   e. Care and guidance of children (human development)
   f. Challenge of creative possibilities of change
   g. Development of the individual

EIGHTH GRADE (Cont'd)

4. Housing and Interior Design:
   - a. Processes of selecting furnishings and refinishing furniture
   - b. Processes in choosing today's home
   - c. Processes in maintaining a home
   - d. Processes in financing a home
   - e. Processes in designing interiors

5. Sports Equipment Construction:
   - a. Vests
   - b. Backpack
   - c. Sleeping bags

6. Child Development: Including work in a day care center for one week for hands-on experience with children.
   - a. Growth and development: birth through teens
   - b. Family and the community
   - c. Family and members: uniqueness of individuals and families
   - d. Development of the individual
   - e. Care and guidance of children
   - f. Preparation for marriage
   - g. Relating to others as a teenager
   - h. Development of socialization of the individual

7. Consumer Education:
   - a. Budgeting: saving
   - b. Part-time employment (job applications, interviews)
   - c. Roles of consumer, buyer, citizen, voter
   - d. The economic process
   - e. Responsibilities
   - f. Decision making
   - g. Selecting a car
   - h. Family housing
   - i. Rights of tenants

Many of the units offered are optional. That is, students and staff discuss and select which would most interest them.

APPENDIX F-V

COURSE DESCRIPTIONS

If you were starting high school again, which ten of the following courses would you choose during your four years in high school? (Circle Course Title.)

1.	Clothing and Textiles I	In this course, students will be introduced to textiles and clothing. They will have an opportunity to learn elementary construction techniques.
2.	Clothing and Textiles II	Emphasis is placed upon becoming adept at handling fabrics and patterns.
3.	Hand Tailoring	In this course, the student learns the art of hand tailoring.
4.	Machine Tailoring	In this course, the student is involved with machine tailoring methods.
5.	Sewing for the Home	This course is for the student who would like to know how to make home decorations. We will include the construction of curtains, draperies, slipcovers, bedspreads, pillows, etc.
6.	Foods I	This course aims to teach basic nutrition for future homemakers, emphasizing the following: (1) basic nutrition—planning, preparing and serving attractive, nutritious meals; (2) hospitality—developing social poise and the ability to entertain graciously; (3) health--relationship of good nutrition to health and well-being.
7.	Foods II	This course emphasizes the planning, preparing, and serving of attractive, nutritious meals for the family and for planning and giving various types of parties.
8.	Advanced Foods	This course helps the student gain an appreciation for the fact that cooking is an art in which herbs and spices play a significant role in the flavoring of foods.
9.	International Cooking	This course helps the student to gain an appreciation of the foods and dishes of other nationalities and their contribution to our cuisine.
10.	Home Decoration and Crafts	This course prepares students for creative home decorating. Needlepoint, macrame, crochet, and knitting are emphasized.

11. Preparation for Marriage	The objectives of this course are to provide opportunity and materials for studying and understanding the family and the family's importance to the individual.
12. Living On One's Own	This course is designed to provide the student with information which will promote independent living.
13. Basic Drawing	This course begins with a study of the fundamentals of drawing which include: the proper manipulation and use of instruments, geometric construction, shape description, and orthographic projection.
14. Architectural Drawing	Initial studies involve an analysis of the fundamentals of architecture including room planning, various styles of homes, and consideration of local building codes.
15. Machine Drawing	The course includes preparation of drawings of one or a group of machine parts.
16. Elementary Naval Architecture	This course will cover small boat and ship design, including hull shapes, freeboard, stability, construction methods, propulsion and rudder design.
17. Electrical Drawing	In electronic drawing, emphasis is placed upon learning all of the electronic component symbols, their proper construction, and location.
18. Sheet Metal Drawing	This course includes the construction of basic intersection and developments of geometric solids.
19. Automotive Design	This course will cover automotive body design and interior design to fit the human body.
20. Engineering Drawing	This course is designed to acquaint students who are anticipating an engineering or drafting career with basic concepts of the materials that will confront them upon entering college or drafting programs.
21. Power Mechanics I	The first semester of this course is designed to give the student a working knowledge of engines.
22. Power Mechanics II	This is a technically oriented course for students headed toward the automobile industry.

23. Electricity	This is a course designed to explore the importance of electrical energy in today's technically oriented world.
24. Electronics	This course is an in-depth analysis of electronics as it relates to communication and industrial control.
25. Metalworking I	Through the study of metals the student will develop a basic understanding of the fundamentals of welding machines, foundry, forging and sheet metal.
26. Metalworking II	By participating in this course, the student develops an advanced knowledge of the following areas: welding, machining, foundry, forging, and sheet metals.
27. Woodworking (Basic)	In this course students develop knowledge and basic skill with the use of hand tools.
28. Machine Woodworking	This course is designed to give the student maximum opportunity to use machine tools, to know the machine's capabilities, and to practice semi-skilled operations.
29. Construction, Manufacturing and Material Experimentation	In this course emphasis is placed on house construction including layout, masonry, wood framing, plumbing, and electrical work.
30. Graphic Arts and Offset Techniques I	Initial phases of the course are designed to introduce the student to the fundamentals of the printing trade.
31. Graphic Arts and Offset Techniques II	The major emphasis will be in offset press operation and the development of techniques and skills in graphic communications.
32. Graphic Arts Photography	Studies will include the familiarization of the student with photographic darkroom equipment, chemicals, and supplies.
33. Cooperative Industrial Education	The part-time Cooperative Trade and Industrial Training Program (C.I.E.) offers preparation for entrance into trade or industrial employment which has long-term opportunities for growth and advancement.

GUARDING AGAINST SHOCK

Leakage of electric current from live interior parts to exposed metal parts, such as a frame or housing, is a common source of shock hazard in consumer products. The leakage may result from inadequate insulation, poor circuit design, or the elimination of components essential for electrical safety. The assembly line, which may inadvertently build a hazard into a unit, is sometimes to blame, as are too cursory quality control procedures that fail to weed out such products.

From Hazard to Shock

A shock hazard is simply that--a possible cause of shock. Consider, for example, the hazard presented by an electric broiler that has somehow come off the assembly line with a short circuit, so that its outer metal shell becomes as electrically live as the power line to which it is connected. You can touch this shell and feel no shock whatever--so long as no other portion of your body simultaneously touches a ground. A ground is an electricity-conducting material that, at some point, enters the earth, or touches a conductor that, in turn, enters the earth. Typical grounds are a metal cold-water pipe, gas pipe, storm drain, or any metallic device connected to any of these, such as a faucet, a metal sink, or a radiator. A damp concrete basement floor or an outside patio is a good ground, since there are moisture paths through it to the earth beneath. And, of course, if you are standing on damp, bare earth, you are grounded.

Only when you are touching a ground and the shock hazard at the same time do you complete the circuit essential for the flow of electric current. You may live for years in a home that contains numerous shock hazards--lamps and lighting fixtures often develop current leakages--and never get a shock, simply because you never happen to touch a ground and a shock hazard simultaneously.

Degrees of Shock Severity

The severity of an electric shock is determined by a number of factors, including the path of the current through the body, the duration of the shock, and the age, sex and physical condition of the victim. But the most important factor involved is the rate of flow of current through the body, usually measured in milliamperes (1/1000 ampere). The human body is extremely sensitive to electric current. Some persons, although they constitute a minority, can feel a flow of current through them that measures only 2/10 of a milliampere. Before leakage current reaches one milliampere, a substantial portion of the population can perceive it as an unpleasant sensation of heat, tingling or throbbing at the point of contact.

As leakage current increases, human reaction to it becomes more pronounced. A shock only slightly in excess of one's perception level is not likely to be dangerous per se. But if it comes unexpectedly, the startled reaction it can produce--jumping against a hot kitchen range or dropping a dangerous power tool--can lead to a serious injury.

When an adult grasps an object and is exposed to a leakage current much above 5 milliamperes, the muscular contractions induced by the electricity may be so severe that the object can't be released (the metal handle of a power tool, for example). Such continuous shock can lead to fatigue, collapse, and ultimately death. But even a shock of short duration can be fatal; if it is severe enough, it can affect the heart.

On occasion, CU's test equipment has revealed a shock hazard of 50-100 milliamperes or more--patent evidence not simply of less-than-adequate insulation in the item being tested, but usually of direct contact between live interior wiring and an exposed metal part. Such high leakage currents constitute a lethal hazard.

There is at least a fair chance that you now have various electrical devices in your home whose electrical safety is open to question. What can you do to protect yourself and other family members against the hazards of electric shock when using such equipment?

What You Can Do

To begin with, in many circumstances you can eliminate the possibility of electric shock by grounding the equipment: connect a length of wire between a screw on an exposed metal part of the device and a suitable ground. (Always disconnect the appliance while attaching the grounding wire.)

You should not attempt to ground every device in your home. In no circumstances should you ground an appliance that has an accessible open-coil heating element. Most toasters and some broilers fall into this category. In such appliances, the open coil is a live wire (in some cases even when the appliance is switched off). Grounding the appliance may actually increase the hazard; if you touched the heating element with a fork held in one hand and the outer metal shell with your other hand, your body would then serve to complete the electric circuit.

You should ground all electrical devices whose heating elements are not exposed, if these devices are within reach of any ground. The rule holds for all electrical appliances used in the garage or basement, on the patio, or any place where you stand on a concrete surface that is in contact with the earth or where you stand on the earth itself. Portable power tools, such as electric drills, will be held firmly in use, perhaps with a sweaty hand, and should be grounded wherever they are used (but see "All-Insulated Construction," below). Other electrical devices do not need to be grounded if they are used in a room where there are no grounds or if they are kept well out of reach of any grounds that might be accessible.

Finally, there is the problem of safeguarding yourself when using electrical equipment to which it is inconvenient to attach a grounding wire--a portable food mixer, for example, or a vacuum cleaner. In CU's judgment, the best protection is your own awareness of the hazard. Try to use ungrounded electrical devices only where no grounds or grounded appliances are within reach. (Touching the bare metal of a grounded device is precisely the same as touching any other ground.) It might be a good idea, too, to unplug small appliances when they are not in use. This practice should be followed especially in kitchen or bathrooms, where grounds are abundant.

When you do use an ungrounded electrical device, such as a vacuum cleaner, in the vicinity of a ground, make a conscious effort not to touch the ground while you are holding the ungrounded device.

Recently-built homes are likely to have, as part of the wiring for outdoor receptacles, ground-fault circuit interrupters (GFCI). These devices will open the circuit should there be current leakage that can cause a severe shock. Since they react quite quickly, even during the instant that a victim is being shocked, and at sufficiently low leakage currents, usually 5 milliamperes, they are very helpful in preventing dangerous electrical shocks. New homes are also likely to have GFCI's on their bathroom circuits, another area of the home that could be the cause of serious or even lethal electrical shocks.

If your home is an older one, you can provide significant protection by the installation of GFCI's to existing wiring. This can be done by replacing the circuit breaker on the line to be protected, by a combination circuit breaker and GFCI device, or replacing a receptacle, in a bathroom or kitchen, say, by a combination receptacle and GFCI. The latter item can be had in two types--one protects the outlet itself;

another type will also protect outlets wired "downstream" on the same circuit. For the simplest indoor installation, there is a plug-in type that goes over a regular receptacle.

Grounding To The Outlet Box

The best way of meeting the shock hazard problem with appliances that should be grounded is by the use of a three-wire power cord with a grounding plug; this is the usual two-prong plug with a third, grounding prong. A great many appliances are equipped with just such a cord and plug (but, unfortunately, a great many that should be are not). To take best advantage of a three-wire power cord, CU urges that you have an electrician convert your outlet boxes (making certain that the boxes are properly grounded), installing in them three-prong receptacles (which, incidentally, will also accept two-prong plugs) if you do not already have such receptacles in your home. The cost of such a conversion will depend on your existing circuitry.

A far less desirable method is to use an adapter that permits plugging the three-prong plug into a two-prong receptacle. However, such an adapter has a pigtail designed to be secured to the screw holding the cover plate in place over the wall outlet in order to provide a connection ground, and, only too often, there would just be too much of a temptation to use the adapter without securing the pigtail. Futhermore, even with the pigtail secured, the appliance will only be grounded if the outlet itself is properly grounded. There is no assurance that this will be the case; indeed, according to the Association of Home Appliance Manufacturers (AHAM), it is likely that most 15 and 20 amp outlets in homes today are not properly grounded. Therefore, we emphatically discourage the use of these adapters.

Interestingly, the act of grounding an appliance can itself serve to uncover dangerous shock hazards. If a grounded appliance blows a fuse when you plug it in, you have uncovered a potentially lethal shock hazard. Have the appliance repaired promptly.

All-Insulated Construction

An important step forward in electrical safety was the appearance of a number of "all-insulated" or "double-insulated" tools and appliances: drills, saber saws, sanders, vacuum cleaners, electric toothbrushes. These are so designed that, if insulation fails, no exposed metal part will be electrically live. Such tools are an exception to the general rule that all portable tools should be grounded--an important consideration since most users will omit this precaution, at least on occasion. But this does not mean that you need exercise no care at all in the use of an all-insulated tool. For example, the metal chuck of a drill will become live if you hit house wiring when drilling into a wall.

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JOHNSON O'CONNOR RESEARCH FOUNDATION
HUMAN ENGINEERING LABORATORY

The Potential of Women

by
Jon J. Durkin

Since its inception in 1922, the Human Engineering Laboratory-Johnson O'Connor Research Foundation, Inc., has seen four men go through its program of aptitude assessment for every one woman Perhaps this made some sense thirty to forty years ago, since far fewer women then may have contemplated full time, non-domestic careers. In the past decade this lopsided ratio of 4/1 has altered slightly so that the actual ratio now is more like 3.5 men to each woman. However, beginning with the Second World War (when women inundated the entire labor market) enormous changes have taken place regarding the occupational importance and aspirations of women. In 1970, 44% of all adult women were employed outside the home. In other words, the ratio of men to women in work is nearly 2/1. According to the Department of Labor this trend will definitely continue through the foreseeable future.

The job of the Human Engineering Laboratory-Johnson O'Connor Research Foundation is the discovery and accurate measurement of inherent aptitudes and the measurement and teaching of acquired knowledge. When we look for differences in level of measured ability between men and women we find the following facts.

I. Those aptitudes which show no discernible sex difference:
   1. Analytical Reasoning
   2. Eyedness
   3. Foresight
   4. Inductive Reasoning
   5. Memory for Design
   6. Number Memory
   7. Objective Personality
   8. Subjective Personality
   9. Pitch Discrimination
   10. Rhythm Memory
   11. Timbre Discrimination
   12. Tonal Memory
   13. Tweezer Dexterity

II. Those aptitudes which do show a sex difference:
   1. Finger Dexterity - used in all manner of activities involving deft digital manipulations (handling, demonstrating, assembling). At the 50th percentile, 17 year old men fill 77 holes in a pegboard, 17 year old women complete 82. Women excel in Finger Dexterity.

2. Graphoria - Originally termed accounting aptitude, this worksample measures clerical speed and efficiency (accounting, auditing, statistics, actuarial work). A 17 year old boy at the 50th percentile takes 7.20 minutes to complete this worksample, a 17 year old girl completes it in 6.48 minutes. Women excel in Graphoria.

3. Ideaphoria - measures rate of idea-flow and is used in activities involving persuasion and verbal fluency (sales, teaching, writing, advertising). At the 50th percentile, a 17 year old boy writes 267 words in 10 minutes, whereas a female peer writes 290. Women excel in Ideaphoria.

4. Observation - This worksample measures one's ability to perceive small changes, alterations in physical details, and is used in activities involving close visual inspection (insurance adjustment, police work, factory inspection). At the 50th percentile a 17 year old male amasses 85 points, a female gets 88. Women excel in Observation.

5. Silograms - measures the ability to easily form associations between known and unknown words. It is a measure of a memory most useful in the acquisition of languages and professional terminology (chemistry, medicine, law). At the 50th percentile, a 17 year old boy remembers 27 words out of 80, a girl remembers 35. Women excel in Silograms.

6. Abstract Visualization - the theoretical complement of Structural Visualization, this aptitude is not measured directly but is inferred from the absence of Structure. Found in banking, management, politics, writing and sundry non-technical professions. 75% of women possess Abstract Visualization, whereas only 50% of men do.

7. Grip - a measure of physical energy, useful in those activities requiring large amounts of muscular exertion (construction worker, athlete, weight lifter). At the 50th percentile, a 17 year old women exerts 90 kilograms pressure, a 17 year old boy exerts 144. Men excel in Grip.

8. Structural Visualization - measured by worksamples involving rapid assembly of three dimensional puzzles, this aptitude seems central to the technical/scientific professions (engineering, architecture, surgery, mechanics, building). At the 50th percentile a 17 year old boy completes the worksample in 1.75 minutes, a 17 year old girl in 2.75 minutes. Men excel in Structural Visualization.

We can find no significant difference between men and women in acquired knowledge, as measured by tests of English Vocabulary.

CONCLUSIONS

Out of the 22 aptitude and knowledge areas measured above, there is no sex difference in 14; women excel in 6; men excel in 2. We could speculate endlessly as to the reasons for these similarities and variances, but that would obscure the point of this article. The point to be made is a simple one. There is no field which can, with absolute assurance, claim to be the exclusive domain of either sex. Men will predominate to some degree in those fields requiring Grip and Structural Visualization; women in those which call upon Graphoria, Dexterity, Ideaphoria, Observation, Silograms, and Abstract Visualization. In other fields there ought to be no favoritism. Neither a girl nor a boy ought to dismiss peremptorily from consideration any endeavor solely because it has been the preserve of the opposite sex.

People come to us primarily to gain information about themselves which they can use in developing a full, satisfying, and successful life. It has been the general observation of the staff that most women seem timid in their search for a lifestyle. Rather than aspire to law, they aim for law clerk, architectural assistant rather than architect, private secretary rather than corporation president. In a word, subordinate positions.

We can find no substantiation for this timidity in measured ability. Many women claim, since they expect to marry and raise children, that they need not be so serious in making a vocational choice as does a man. This, we feel, is a short-sighted viewpoint, and one which can prove to be ultimately quite detrimental to the individual woman who chooses it. When children are grown and no longer a maternal responsibility, many women find themselves experiencing increasing ennui and frustration with the diminished role as keeper of an empty house. This is not a pleasant prospect to anticipate or experience. It can lead to marital and emotional difficulties, degrading everyone, benefiting no one.

We urge that women take their lives as seriously as any human being ought to, and prepare for a vocation, a life's work, which will continually challenge all their abilities and knowledge; a vocation which will be harmonious with self-development and continual personal growth. We say "be a doctor instead of a nurse if such is your aptitude and desire". We say "grow and enjoy life as an independent individual, not simply as a satellite dependent upon a larger planet". Get the experience and education, and try to develop the fortitude necessary for a large life. Do not allow your freedom of choice to be diminished by well-meant but meretricious advice.

The present period is critical to the future of all mankind, and we feel that it is the responsibility of each person to do what he or she can to ensure the continued positive growth of the human race. It seems reasonable to assume that women, through full and unfettered realization of their potential, could do much to further this end.

Our society, perhaps the most heavily industrialized in history, places a premium on the expert use of Structural Visualization. This aptutude, the gift for three-dimensional thinking, underlies successful performance in the physical sciences, medicine, all forms of real engineering, architecture, city planning, building, mechanics, etc. Fewer women than men possess this aptitude. The exact figures are one woman in four, one man in two. However, none of the above mentioned professions is 25% female in population. This is a case of cultural bias. Parents treat boys and girls differently from birth. Rare are the parents who will give their daughter an erector set or carpentry tool, which are delightful presents for a youngster who is high in structure-as 1/4 of girls are. At best, a high structure girl may exercise her aptitude through dress-making, jigsaw puzzle assembly, or unauthorized use of her brother's toys. It seems to be a case of the few being made to suffer for the characteristics of the many.

Another example can be seen in the field of management. The aptitudes which seem to underlie successful management are: Objective Personality, Abstract Visualization, and high English Vocabulary. Equal numbers of men and women possess Objective Personality and high vocabulary. More women have Abstract Visualization than men. The ratios are three women in four, one man in two. Theoretically at least, there ought to be more women in management than men. However, in reality, this is definitely not the case. Even the most cursory examination of most companies will reveal few, if any, women in higher management positions.

In most occupations, if positions were based solely on aptitudes, men and women would be found in approximately equal numbers. This is not how things actually are. Women are encouraged, both overtly and covertly, to seek lesser positions for a variety of reasons, many of which, when examined closely, are found to be based on biased and spurious information. In other societies, this type of bias is not so clearly operative. One is reminded that the first woman astronaut, who orbited the earth several years ago, was not an American. The prime ministers of India, Israel and Ceylon are not men. These are facts. The Johnson O'Connor Research Foundation respects facts whatever they may be. Since, in the course of virtually fifty years of research, it has found no facts which substantiate the great discrepancy between women's potential and their actual accomplishment it feels bound to present these facts to the world. If it leads to a greater development of ability on the part of all people, then our job will be done.

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BIBLIOGRAPHY ON FATHERS IN NURTURING ROLES

by: Chris Molson

Society today is undergoing many changes within the family. With the advent of "Women's Lib," more and more women are questioning the notion that they should be satisfied as "housewives and mothers." They are seeking self-satisfaction and gratification through various activities outside the home. As women are being "liberated," so too are men; they are becoming more active participants in housecleaning, home management and child rearing. They are seen in more "nurturing" roles and careers. Single men seek to adopt children; men seek custody of children in divorce cases. Complete role reversals of husbands and wives are still rare, but not unheard of; the sharing of responsibilities between spouses is much more common.

High school students, the future adults of our society, should be made aware of the changes in our lifestyles so that they may become freer and more liberated individuals. The following is a bibliography which can be used in a family relations course within the Home Economics Department, but may also be applicable in social studies courses.

"When God Made a Father," Erma Bombeck. Reader's Digest, September, 1973.

Short, entertaining article that emphasizes the fact that men are as capable of loving as women, but show their love in different ways.

"Child Care Leave for Fathers," Gary L. Ackerman. Ms., September, 1973.

The story of a male teacher who became so involved in caring for his infant daughter during a summer vacation that he requested a "paternity and child care leave of absence." When the Board of Education rejected the request, the author resigned from his position. The ensuing legal struggle resulting from his charge of the Board of Education with sex discrimination is outlined. The author feels that he has benefited greatly from his experience.

"Putting Father Back in the Family," Linda Bird Francke. Social Issues Resource Series, The Family, 1975-76.

The article tries to explain why there is a rising incidence of men heading single-parent families. It explores the difficulties inherent in the situation, as well as the advantages. Many fathers are taking a more active role in parenting; some are involved in partial or complete role reversals with their wives. Because these men are experiencing the same problems concerning child rearing as their wives formerly did, the author suggests that these are problems "endemic to the situation regardless of gender."

"My Husband and I are Equal Partners," Mary Neary Dudley. McCall's, February, 1977.

So that both parents could spend equal time with their children, this couple each worked part-time. When one was at work, the other was with the children. They are happy with their lifestyle, except for the financial problem involved. However, they would not recommend their way of life to everyone.

"The Single Father," Johnathan Weigand. Ms., New York, January, 1973 (also reprinted in "Readings in Marriage and the Family," 1975-76).

A man, singled through divorce, accepts the responsibility of raising his two children, not fully realizing the difficulties he would have to face. Housekeepers, day care centers, and baby sitters, although helpful in raising children, cannot take the place of parents. A single father must be aware of the needs of the children; love, affection, and most of all, assurance that the parents are there at all times. Lifestyle and careerstyle changes are often necessary for the male parent.

"The Joys and Trials of Parenthood When You're Male and Single," William Gildea. Social Issues Series, The Family, 1975-76.

The article looks into why men are being awarded custody of children after separation or divorce. Three men discuss the prerequisites for success in child rearing and both the difficulties and the satisfactions involved. Among the difficulties are financial problems, finding suitable baby sitters, and household management. Among the satisfactions are watching the children grow, and the companionship and closeness with the children.

"Unwed Parents--And Proud of It," Barbara J. Katz. The National Observer, November 23, 1974 (also reprinted in Social Issues Resource Series, The Family. 1975-76).

More "singles" are becoming parents in our society. Men and women who believe in liberated society are adding a new dimension to their lives by adopting children. Although still difficult under current standards, there are agencies willing to help "singles" adopt. A single parent generally has to face three problems--social, emotional, and financial. Although the new parent is generally forced to change his or her lifestyle, the satisfaction derived from raising children and the companionship with and closeness to the child are considered to be worth the struggles inherent in the situation.

"Men of the House," Time, February 18, 1974.

In this brief account of several families' role reversals, the women were better able to understand the burdens involved in supporting a family while men occasionally felt depressed, bored, angry, dependent, and lonely. Some couples felt that the role reversals had strengthened their marriages, as well as enhanced father-child relationships. One father felt that his children would probably benefit most from the experience because his son will grow up without the "machismo hangups that afflict many men."

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APPENDIX G-IV

CLOTHING FOR THE SPORTSMINDED

INTRODUCTION

Clothing has been one of the areas in home economics that boys traditionally avoided. This course is designed to provide instruction and to appeal to the boys as well as girls at the high school level. It is conceivable that you will have students who will have a great deal of experience in working with clothing as well as those who have given little thought to the subject before entering this course. The teacher's awareness of the students and of their learning objectives contributes to this course's success. Since many schools will be using this course for different time periods, units will have to be expanded or shortened to meet the periods that you have the students.

Under the proposed plan this unit is designed for the high school student of average ability who will attend class a single period daily for eighteen weeks.

GENERAL OBJECTIVES

Having completed a study in textiles and clothing, the student will be better able to:

1. Recognize why people dress the way that they do.
2. Determine what clothing is appropriate for themselves and the activity.
3. Judge the quality of clothing.
4. Establish clothing selection practices to best meet his/her goals.
5. Express skill and creativity through clothing selection and construction.
6. Be aware of the many opportunities for careers in clothing and textiles.

Unit 1. Why Do We Wear the Clothes That We Do?

Generalizations

1. We wear clothing to protect our bodies from weather, abrasion, and foreign elements that might cause injury.
2. Clothing expresses individuality.
3. Fashions express the feeling of "now."
4. Current happenings in the area of films, art, technology, economics, and world affairs influence fashion.
5. Clothing reflects equality of roles, rights, and responsibilities.
6. Clothing provides an outlet for personal expression.

Objectives

Having completed this unit of study a student will be better able to:

1. Understand why people choose the clothing;
2. Understand how clothing influences behavior;
3. Be aware of how fashion influences our clothing choices.

Learning Environments

Discussion related to ideas such as:

1. You participate in school sports. Why do you wear particular uniforms?
2. When you participate in a sport out of school, how do your clothes differ?
3. What are some environmental conditions that influence what you wear?
4. How many of you have "school" shirts, jackets, gym bags, or other identity items? Why do you choose to wear them? Why not?
5. Who or what determines what we wear?
6. What items of clothing do you wear that your sister or brother might wear?
7. Are you happy with the way you are dressed today? What would you change if you wanted to make an impression on a girl or boy, teacher, employer?

Unit 2. What Should I Know about Sportswear Selection?

Generalizations

1. When selecting sportswear the following factors should be considered:
   a. Fit--Determined by the type of activity, cut according to the grain, give of the fabric, and comfort.
   b. Style--One's body proportions can be changed through the use of line, fabric, color, and pattern.
   c. Workmanship--Influence on wearability and garment life.
   d. Fabric--Selection based on use.
   e. Care--Appropriate to the activity and the resources available.
   f. Finishes--Permanent press, water repellency, etc., will affect use and care.
2. A well-planned sports wardrobe has a basic color scheme that can be accessorized.
3. The number of garments needed will depend on such factors as how often the student participates, ease in cleaning, and environmental factors.
4. How to develop a clothing budget.

Objectives

Having completed this unit of study, a student will be better able to:

1. Understand that the requirements of all sportswear are alike;
2. Comprehend that a wardrobe should be based on needs and resources;
3. Identify basic colors and accessories;
4. Analyze workmanship;
5. Predict performance of fabrics given particular fabric finishes.

Learning Environments

1. Discuss while you list on the board, the requirements of quality sportswear. Looking at a selection of sportswear, discuss how these garments meet or fall short of the requirements.
2. Using the same garments, discuss how they can be accessorized to make the most of one's appearance. Discuss basic colors and color choices that would harmonize.
3. If you were to engage in this sport (use different examples), how would you determine how many outfits you would need?
4. In what way do your resources affect the quality and numbers of sportswear garments you buy?
5. Complete a chart similar to this: (could be for homework):

Sportswear:

*I Have	*Needs Repairing
*Needs Replacing	*Need Additional

6. Using the chart, have students evaluate what they could do themselves --such as repairs. Could I make it myself? What would it cost? Would a commercial pattern be available or could I, with help, design it myself? How difficult would it be to do?
7. Select an item of clothing such as a ski jacket. Using student models, discuss how line, texture, color, and pattern can conceal or reveal body contours.
8. Take a field trip to a local sports shop or department store. Examine garments closely to determine workmanship. Look for detail such as: stitch length, width of seam allowance, reinforced areas of strain, matching, and fastenings.
9. You have been given $25.00 for your birthday to buy a down jacket. You realize that $25.00 is not enough, but you have another $25.00 you have been saving that could be spent. Do some research and write a paper to be presented to the class covering such things as where you would look, and what would influence your choice of jacket. Using these reports, discuss the points that each has discovered and how these would affect your decision.

Unit 3. What Can I Learn from Labels and Hang Tags?

Generalizations

1. Federally mandated and manufacturer volunterred information is found on labels.
2. A label is permanently attached while a hang tag is not.
3. Care labels and hang tags are your best guide to the correct care.
4. If you are not satisfied with the performance of a fabric or garment, demand satisfaction from the manufacturer.

Objectives

Having completed this unit of study a student will be better able to:

1. Use the hang tags and labels intelligently to select fabric and/or a ready-made garment;
2. Judge the importance of proper care;
3. Understand how to gain consumer satisfaction.

Learning Environments

1. Using a display of labels and hang tags, show the information that is available pointing out the information that is required by law and what the manufacturing company chooses to convey.
2. Examine garments and find where care labels are found.
3. Discuss the various methods found for care on the hang tags and labels. What would be some advantages and disadvantages of methods of care. (Example: cost of dry cleaning and time loss or hand washing and drying flat.)
4. Divide students into groups. Give each group a problem dealing with dissatisfaction concerning a purchase. Have students report back to the class (write a letter, give a skit on returning an item to the store). Have class suggest alternatives to solve the problems.

Unit 4. How Do I Choose A Fabric That Will Meet My Needs?

Generalizations

1. Most fabrics are constructed by weaving or knitting.
2. The performance of a fabric and its satisfaction to the consumer can be predicted, in part, by a knowledge of textiles.
3. Tightly woven or knitted fabrics are more wind and water resistant, while loosely constructed fabrics are cooler to wear but do not retain their shape as well.
4. Fabric finishes will affect construction, comfort, and care.

Objectives

Having completed this unit of study, a student will be better able to:

1. Select a fabric suited to his/her needs;
2. Identify fabrics that would be comfortable to wear;
3. Identify stretch in a fabric;
4. Distinguish between knitting and weaving processes.

Learning Environments

1. Using teacher prepared charts, discuss how fabrics are constructed. Students may be tested by examining samples of various fabrics and identifying whether they are woven or knitted.
2. Divide the class into teams and have them experiment, using several pieces of fabric to determine such qualities as: water repellency, absorbency, stretch ability, ravel, run or pull resistancy, wrinkle resistancy, stain resistancy, and care. Have students mount their work and report to the rest of the class. Put these on display for later use.

Unit 5. What Sportswear Item Can I Make?

Generalizations

1. The construction of a garment is a way to express individuality.
2. The difficulty of the project must go hand-in-hand with experience.
3. All sewing machines are constructed on the same basic principles.
4. An understanding of use of small pieces of equipment is essential to quality construction.
5. An understanding of the basic concepts of construction can be applied to any project undertaken.

Objectives

Having completed this unit of study, a student will be better able to:

1. Recognize and describe workings of the basic parts of the sewing machine;
2. Operate a sewing machine with some skill;
3. Follow the manufacturer's directions for machine;
4. Stitch straight seams, curves, and sharp corners;
5. Identify small sewing equipment and use it properly;
6. Know how to use pressing equipment;
7. Know how to transfer pattern markings to fabric;
8. Follow basic instructions (written or oral) for pinning, cutting and sewing.

Learning Environments

The amount of emphasis and time spent on construction will depend on many factors. Although a few suggestions are given in relationship to ability, the teacher would have to weigh other factors and make the decisions.

Suggestions for construction:

1. For those with no prior sewing experience who need to become acquainted with handling fabric and using the machine:
   a. Mend a piece of sportswear (repairing split seams, put patches on jeans, etc.);
   b. Construct a simple gym, laundry, or duffle bag.
2. For those with limited experience, make a poncho, vest or simple skirt.
3. For those with more experience, construct:
   a. A simple down kit
   b. A tent
   c. Shirt jacket
   d. Fishing vest
   e. Ski pants
   f. Jogging suit
   g. Tennis dress or outfit

Unit 6. What Are The Career Opportunities In Clothing Related Fields?

Generalizations

1. Factors to consider about a career in clothing and textiles are the characteristics of those working in the responsibilities and activities of this position.
2. Numerous occupations in clothing-related fields exist in production and management, design, alteration, maintenance, and development.

Objectives

Having completed this unit of study, a student will be better able to:

1. Identify the considerations necessary to select a career in textiles or clothing.
2. Compare the opportunities available in clothing and textiles with those in other occupations.
3. Know the levels of education, training, and skill necessary to compete successfully in this field.
4. Identify where to find more information on careers.

Learning Environments

1. Invite a guest speaker to class on opportunities in textiles and clothing.
2. Tape record reactions from people that are in the related field and play to the class.
3. Show films or filmstrips depicting various careers.
4. If time is available, the class could be divided into teams which would manufacture an item.
5. Investigate opportunities for work within the community where you live.
6. Show students available help from the guidance departments.

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FORM A

List as many as you like:

Business Jobs for Men	Business Jobs for Women

On the back of this sheet, list the duties of a secretary

FORM B

Situation

The head cheerleader of Butshuddie High School went to the Senior Prom with the school's top athlete--a three letter winner. Describe the cheerleader, include a physical description and attire. Do the same thing for the athlete.
(To the Teacher: After the students have completed their descriptions, tell them that the head cheerleader is male and that the top athlete is female. Use this information as a springboard for discussion about sex roles.)

APPENDIX G-V

FORM C

B. Moyers

B. Moyers has completed two years of study at Pennsylvania State University, is working as a secretary administering a job-placement program at the Women's House of Detention in New York City and had worked as a "billet roller" in Pennsylvania. B. Moyer left that job because of a feeling that the workers were "too gross." Some of Moyers characteristics are:

1. College educated,
2. Enjoys "enlightened" people,
3. Good sense of humor, gregarious,
4. Level headed, politically conservative,
5. Enjoys the "secretarial duties."

Considering the data, fantasize the following:

1. Completely describe B. Moyers,
2. Describe B. Moyers mate,
3. Describe B. Moyers job responsibilities,
4. B. Moyers doesn't like the boss of the firm for "personal" reasons. Describe the reasons and the boss.

(To the Teacher: Ask, "Does it make a difference in your questions if B. Moyers is male or female? Should it make a difference?")

FORM D

Resolve: Males should be encouraged to take secretarial courses and enter into the secretarial field.

PRO	CON

APPENDIX G-V

SURPRISE!

HE'S A SECRETARY

BY LAURA TERRONE

Reprinted with permission
from Today's Secretary
February 1978

Like many male secretaries who work for women, he often has trouble convincing others that his boss, not he, is in charge in the office. "Sometimes telephone callers refuse to believe that she is the boss and I am the secretary," says Bill. "One time, we were setting up a room for a conference, and the worker couldn't believe that Ms. Zazzaro was making the decisions and that I was there merely to carry out the details. He made it clear through body language that he was looking to me, not her, for instructions. She and I have never discussed the incident, but I suppose that it bothered her, even though she lost no time in setting him straight about who was boss. Still, I couldn't help but think how difficult it must be for a woman executive to assert herself constantly so that she won't be overlooked."

The basis for Bill's easy relationship with his boss is deceptively simple: "I like and respect women," says Bill. "I don't mind 'taking orders' from a competent woman any more than I'd mind doing the bidding of a man who had knowledge and expertise in his field."

Bill, who completed two years of study at Pennsylvania State University, held a number of jobs before going to work at McGraw-Hill, Inc. He has worked variously as a secretary administering a job-placement program at the Women's House of Detention in New York City and as a "billet roller" in the mills of U.S. Steel in his hometown, Pittsburgh, Pennsylvania. "Believe it or not," says Bill, "of the two jobs, I much preferred working at the jail. The staff there—all female—is very enlightened, and the prisoners are treated in a humanitarian way." On the other hand, continues Bill, "The steel mill was a vision of hell." And worse than the heat and glare of the furnace was the sexist attitude of the men who worked there. Explains Bill: "Women don't rate too highly with men who are worried about their *macho* image. I couldn't relate to my coworkers' lack of sympathy for the goals of the women's movement. So I quit, and my wife and I moved to New York City, where we hoped that consciousness of women's issues would be better." He pauses. "I wonder what those guys back in the steel mill would say if they knew that I was a secretary?"

In this world of ever-changing values, no one could say for sure how that piece of news would go over. But it's safe to say that visions of Fred MacMurray and Caspar Milquetoast, and worse yet, of "Bruce the Interior Decorator," still flash into the minds of many at the mention of the term *male secretary*.

"I would counsel boys against taking secretarial courses at my school, because I doubt they would enjoy the work and I don't think anyone in this town would hire a male secretary." So said the director of one of the largest secretarial schools in Los Angeles, California, just a few weeks ago.

"I used to feel that way too," answered Jan Rabb, who runs another secretarial school in Dallas, Texas. "That was before I met Art Sellevold. Now, I'd say that we're probably entering a whole new cycle: First, the men dominated the secretarial field; now the women have it. In ten years, I reckon it won't matter which sex you are."

Art Sellevold, speaking for all the other men behind typewriters all over the country, put it rather well: "Everyone has the right to the job that he or she is willing to try for. Today, you can be anything you want." He ought to know. ●●●

Richard Prowell, who works at AT&T headquarters in New York City, echoes Greg's self-confidence as a man in the secretarial profession. Richard took secretarial courses in college and he learned early how to counteract prejudice: "As the only man in my typing and shorthand classes, I had to reach détente with the women or I'd have been ostracized." Often a judicious retreat was in order. Richard recalls with amusement one particular teacher who liked to present one lecture a term on the advisability of wearing corsets. "Naturally," he says, "she couldn't talk about corsets in my presence." She fretted about it all semester, but because Richard was never absent, she couldn't do a thing. "Finally, I just decided to cut class one day so that she could give her talk in peace. The women in the class thought it was very funny, because none of them would have thought of wearing a corset anyway."

Straightening out problems with women coworkers in the working world is not always that easy, according to Richard. He is aware that female secretaries can be distrustful of a male counterpart: "Some are worried that you won't do the job and they will have to take up the slack. Others fear that since you are a man, your status is automatically higher, and they'd just as soon not compete with you for promotions." Richard says that the best way for a male secretary to handle a tense working situation is to do his own job very well, cooperate with everyone, and show that he is working with, not against, his coworkers. "Eventually," he says, "their doubts disperse."

Like Richard, who hails from Kansas, many male secretaries find it necessary to leave their home towns to find work, because prejudice is less likely to be encountered in larger cities. One of the best places for a male secretary to consider relocating is Washington, D.C. The various offices of the Federal government located in the nation's capital were among the first to employ large numbers of men in clerical capacities. This situation came about partly because of equal employment drives and partly because of a constant need for good secretaries—male and female—to staff the offices of the Federal bureaucracy. Around the same time that government was beginning to realize that all secretaries didn't have to be women, a young man arrived in Washington, D.C., via the commuter train from Baltimore, Maryland. **Edward Alston,** a graduate of Strayer College, was looking for a job, and he found one at the Equal Employment Opportunity Commission (EEOC), a government agency that handles thousands of discrimination charges brought by individuals against companies all over the country. Ed started in the agency as a clerk/stenographer. He says: "Many young men I know are unwilling to start their careers at the bottom of the ladder. But I felt that as a secretary, I could learn the mechanics of the agency—how a complaint is filed and how a case progresses from the time it is accepted until it is resolved. It's a very good training ground for men and women who want to advance," concludes Ed.

As a result of his efforts as a secretary, Ed has recently been promoted to equal employment assistant, a nonsecretarial job that will eventually lead to a position as a departmental investigator working on discrimination cases involving blacks, women, and other minorities, including male secretaries.

Ed's experience is not very different from that of many other male secretaries. The men tend to be promoted quickly upon entering a company, sometimes unfairly, and often against their wishes. A common complaint of the professional male secretary is that management is forever pushing him into a supervisory role, even if he has stated a preference for secretarial work.

"It's as if management were implying that being a secretary couldn't possibly be 'enough' for a man." So says **Les Cranbeal** who, as an administrative assistant with a Dayton, Ohio, accounting firm, supervises a number of female secretaries. Les's route to the secretarial profession was a common one—through the military. For two years, he was clerk/secretary to an Army general on the front lines of the Viet Nam war. Upon his discharge from the Army, Les decided to utilize his secretarial skills in civilian life. He soon realized that another kind of conflict was going on back home in the States—the attempts by the women's movement to bring down the barriers against women in business. But the battle to end sex discrimination is far from over. For instance, according to U.S. government statistics, the average male secretary earns $27 more per week than his female counterpart. That comes to $1,404 extra per year, just for being a man.

In his experience, says Les, he's found that managers tend to give more credence to his opinions and ideas than to those of the female secretaries. "I've often found myself an unofficial spokesperson for the women in the office," he reports. His theory is that many businesspeople are unsure of how to treat a male secretary, so he usually commands more respect and is given more responsibility than a female secretary. Says Les: "That certainly punctures the myth that male secretaries are Caspar Milquetoasts who are easily bossed around."

Resentment of men who can earn more and receive more recognition is a reason often cited by female secretaries who would seek to exclude men from secretarial careers. Traditional male chauvinist thinking dictates that men are better fit for giving orders, women for taking them. One male secretary who has neatly overcome the problems of sex stereotyping is **Bill Meyers,** who enjoys an excellent working relationship with his boss, New York City publishing executive Joanne Zazzaro.

So young Art took courses in bookkeeping that were considered more "appropriate" for young men and landed a job as an accountant. "I didn't really care for it, though," he recalls. "I still wanted to be a secretary." After five unhappy years, Art finally decided to buck tradition and pursue his original goal. He enrolled in the Executive Secretarial School in Dallas, Texas, where he had moved. There he met Jan Rabb, the dean of the school. Ms. Rabb had had little experience in training young men for secretarial careers, and she was at first skeptical of Art's aspirations. She was soon won over, though, by Art's enthusiasm. Says Ms. Rabb: "He set the standard for the school, and I urged all the girls to follow his example. They liked him very much, too, because he didn't show off and was always ready to help someone else out. Everyone agreed that he was a born secretary."

Armed with excellent skills (he types 85 words a minute and takes shorthand at 140-160 wam), Art set out after graduation to conquer the world. He circumvented the problem of discrimination in hiring by taking out a situation-wanted ad in *The Wall Street Journal*, theorizing that individuals and firms that were prejudiced against male secretaries would simply not answer the ad. "The strategy worked very well," notes Art. "I received many inquiries and suffered no embarrassment."

After numerous interviews—including trips to San Antonio and Houston that were paid for by the companies that wanted to hire him—Art accepted a job as secretary to a private investor in Dallas. The job didn't work out, though. "Believe it or not," says Art, "the man who hired me considered a male secretary as some kind of a status symbol. I found myself learning nothing in my job. I was spending all my time doing the male equivalent of filing my nails when I really wanted to work." The story does have a happy ending, however. Art eventually switched jobs and this time connected with his current employer, International Business Machines Corp (IBM). Art is administrative secretary to a total of nine people and is in charge of scheduling classes for visiting businesspeople who are learning how to operate IBM's newest office equipment. Sitting in his ultramodern office surrounded by people and sleek machinery, Art appears finally to have gotten his wish. He is, indeed, the information center he always wanted to be.

Art Sellevold is lucky to be associated with a company like IBM that enjoys a fine reputation for employing both women and men (as well as members of various minority groups) in job categories that they could not hope to enter in other, less progressive, companies. In 1976, IBM employed 15,088 women in clerical positions. Another 10.980 clerical jobs were held by men during the same year. While these 26,000-plus jobs include the entire IBM clerical force, not just secretaries, the figures show that IBM is doing an effective job of recruiting men for nontraditional jobs. (A new educational film produced by IBM, for instance, features a male secretary explaining the workings of his new typewriting equipment to his female boss.)

In comparison, other large companies in the U.S. are employing not nearly as many male secretaries. As mentioned previously, the nation's largest industrial corporation, Exxon, has no male secretaries in either its New York City or Houston offices, although a spokesperson concedes that the company often hires men for temporary work as typists, receptionists, and so on. Likewise, the transportation company rated largest in the country by *Fortune* magazine, Trans World Airlines, Inc., reports only one male out of 492 secretaries in its New York City home office. Prudential Insurance Company of America, the nation's largest insurance company, employs just one male secretary in its giant Newark, New Jersey, headquarters. Sears Roebuck and Co., the nation's largest retailing establishment with its home office in Chicago, Illinois, employs over 416,000 people in sales, executive, and clerical positions; fewer than 50 of these employees are male secretaries. And Bankamerica Corporation of San Francisco, the country's largest banking institution, employs a total of 64 male secretaries—two percent of its 3,695 secretaries. All these companies state that they would be more than willing to employ more male secretaries if only the men would present themselves for employment.*

One company that *is* making headway in finding and hiring male secretaries is the country's largest utility, American Telephone and Telegraph Company (AT&T). Acting in response to continuing government pressure, the utility has filed a voluntary consent decree with the Federal Equal Employment Opportunity Commission (EEOC). This means that AT&T has pledged to recruit male secretaries as part of an overall plan to place both men and women in nontraditional jobs. So, along with the highly publicized women on the telephone poles, the company has quietly set a target that 25 percent of its clerical staff will be male by 1980. According to Frank Peters, administrator of AT&T's equal opportunity program, the company has already managed to boost entry-level clerical jobs to 12.7 percent male, compared to some 4.9 percent in 1972. Mr. Peters sees public acceptance as the largest roadblock in recruiting male secretaries: "We have no trouble getting our supervisors here at AT&T to accept male secretaries. The hardest part of our job is convincing the parents of high school boys to allow these young men to take secretarial courses and accept clerical jobs. I've had parents tell me that they'd rather see their sons pumping gas for a living than doing 'women's work.' They fail to see that our clerical jobs can and do lead to advancement within the company."

Apparently, parental opinions such as this are not shared by the younger generation. AT&T secretary **Greg Russell**, who works for Southwestern Bell Telephone Company in Little Rock, Arkansas, says that neither he nor any of his friends rate their masculinity or femininity according to the jobs they hold. Says Greg: "I didn't set out to be a secretary. But when Southwestern Bell offered me a secretarial job, I decided to take it. I judged it to be good, steady work. And it provides me with a great deal of self-fulfillment. I know, too, that I have an excellent chance to be promoted within the company if I do my job well."

**Under the Federal Civil Rights Act of 1964, employers are prohibited from discriminating in hiring because of sex.*

Today's want ads are by law free of such sexist, demeaning language, and the help-wanted columns are now labeled "Male/Female." And thousands of secretaries with names like Kirby and Ralph and Art and Greg and Richard and Ed and Les and Bill are taking advantage of the opportunity to nail down good secretarial jobs.

The Department of Labor's Bureau of Labor Statistics reports that there are 33,000 male secretaries in the United States—fewer than one percent of the nation's 3,385,000 secretaries. The figure represents a significant increase in the number of men who have entered the profession since 1966 (the number has doubled). Some observers believe that the government's head count is too low and does not reflect a true picture of the male secretary population. They say that the number would be higher if more men who were secretaries acknowledged the fact instead of euphemistically describing themselves as "administrative assistants" or "office managers." Says Kirby Lewellen: "I don't think that the statistics have yet caught up to reality. In fact, they may just mirror society's prejudices. Many companies are still uncomfortable with the idea of men as secretaries. So when the call comes in from a government agency polling a company about the number of male secretaries it employs, the response is likely to be 'none,' even though there are any number of men there who answer telephones, open and sort mail, type letters, and so on. If these workers were women, they would instantly be identified as secretaries."

The taboo against male secretaries is ironic, since men have dominated the field throughout most of recorded history. Not until the beginning of the twentieth century and the invention of the typewriter did women begin to enter the business office in numbers. Before that, literate and educated men, not women, were the scribes and trusted right hands of such prominent individuals as Queen Cleopatra of Egypt and, in more recent times, Mary Queen of Scots, Thomas Jefferson, Adolph Hitler, Somerset Maugham, and Rex Reed. Men of the stature of Mark Twain, Woodrow Wilson, Henry Ford, Lyndon Johnson, and even Dustin Hoffman got their start as male secretaries in various fields ranging from show business to government to finance. The country's early growth industries—oil and railroads—were major employers of male secretaries as recently as the 1950s, because the atmosphere of the drilling fields was considered too rough for women, and overnight trips in specially outfitted executive railroad cars were considered too scandalous. With the introduction of modern business methods, these restrictions have eased to the extent that male secretaries have virtually disappeared from the railroad yards and petroleum fields, replaced by women. Today, Exxon Corporation, the nation's largest petroleum company, employs not a single male secretary.

Ralph A. Dowling of Denver, Colorado, has worked in a variety of industries since he started as a secretary in 1952. He is a student of the profession—a member of the National Secretaries Association (NSA), a holder of its coveted Certified Professional Secretary (CPS) rating, and the writer of numerous articles about male and female secretaries. In his youth, he read about the male secretaries who were confidants to presidents and kings and decided that he would like to follow their route to success. "I didn't have a college degree," says Ralph, "and I thought that being a secretary would give me access to the executive suite and allow me to work alongside educated, intelligent people."

The plan worked out well, for a time. Ralph was a secretary in a Denver legal firm for 11 years and enjoyed his work very much. When the time came for a change of pace, Ralph quit his job without hesitation, reasoning that a secretary with his experience would have no trouble landing another job. He didn't think about prejudice against males in the secretarial field. "I had never run into it before," recalls Ralph. "But I did this time, and it came as a shock. For three months, I pounded pavements in search of a job and waited for the telephone to ring." Ralph had registered with five local employment agencies and says that he received no encouragement from any of them. When he tried to answer ads in the help-wanted section of the newspaper, he was informed with many a sidelong glance: "We are not looking for a man in that position."

"From the tone of their responses," says Ralph, "I realized the problem: many men were afraid to hire a male secretary. First, they were fearful that a male secretary would try to take over their jobs. But they were more afraid, I think, of the things their friends might say." Chief among these are comments such as: "Don't you like women?" and "What are you, a homosexual?"—questions that have no bearing at all on the work of a secretary but stem from the sexist stereotyping of female secretaries. Women in the office are perceived by immature male employers as surrogate wives who are supposed to provide emotional support in addition to their administrative assignments. "These men," notes Ralph, "insist on keeping a pretty, young girl around to feed their egos. All I can offer is a well-run office."

In the face of this kind of prejudice, says Ralph, a male secretary must "shop" carefully for an employer who is emotionally secure and will not be swayed by what uninformed people think. Finding that sort of individual can be a difficult task, so Ralph advises young men in secretarial training programs to maintain excellent grades and to sharpen skills to above-average levels. Says Ralph, who finally found a good job as secretary to the medical advisor of the Air Line Pilots Association, International: "Just as a female pilot must be a superb flyer to win the respect of her male colleagues, so must a male secretary be ready to prove that he is more than equal to the task of doing an efficient job as a secretary."

The U.S. Office of Education estimates that about six percent of the students now enrolled in secretarial training courses in the nation's public schools are males. A sampling of opinion of educators around the country indicates that the number of male typewriting and stenography students is increasing. When **Art Sellevold** was in high school, he wanted more than anything to become a secretary. "Actually," says Art, "my ambition had no label; I wanted to be a kind of 'information center,' where people would come to have questions answered and problems resolved. Unfortunately for me, in the office this job translates into 'secretary'—and in my high school in Minnesota, boys were definitely discouraged from training for that career."

A man attempting to do "women's work" has been an object of ridicule since the work of the sexes was first divided. (After the Fall, Adam delved [farmed] and Eve span [wove clothing]. Imagine Eve wielding a crude hoe and Adam counting stitches!)

The classic example of this genre is a man—actor Fred MacMurray comes to mind—in a frilly apron, holding a feather duster and wearing a silly look on his face. In the background, children and dogs howl, dinner burns, and the vacuum cleaner tears up the living room. The man is stricken, trying hard to cope, but obviously helpless to manage the housewifely chores that Donna Reed carries off with dispatch. Audiences love it.

Change the scenery to the office and the joke merely expands to include secretarial "women's work." Men in the office are generally depicted as creative, forceful "doers," except when they are faced with the detail work that is seen as the secretary's province. So here's Fred MacMurray again—same silly look, but this time he's holding a steno pad as telephones ring incessantly, the duplicating machine runs amuck, and the office routine falls apart, lacking the touch of, say, Ann Sothern.

"A scene like that is great theater," grins **Kirby Lewellen,** "but it does a real injustice to competent male secretaries." Kirby is qualified to judge on both counts, since he is by profession both an actor and a secretary. In the second capacity, he administers the front office of Playwrights' Horizons, an off-Broadway theater company in New York City. Here he answers telephones, takes dictation from a boss (female), types programs, and keeps track of the dozens of stagehands, actors, and technicians who make up the repertory company. As a male secretary, he considers himself in the vanguard of what he sees as a national trend toward the easing of sex-role stereotyping. Says Kirby: "The artificial barriers that separate men and women and the kind of work they can do are falling as fast and as flat as a pan of Fred MacMurray's muffins. . . ."

The myth that men and women have somehow evolved in mysteriously different ways that enable members of one sex to excel in certain kinds of work, while leaving them to fail dismally in others, is being proven false every workday by growing legions of "nontraditionals": women who are business executives, cabbies, cops, sales reps, lawyers, military officers, and symphony conductors, and men who are nurses, teachers, homemakers, telephone operators, flight attendants —and secretaries.

Ten years ago, newspaper advertisements for secretaries appeared exclusively under the heading "Help Wanted—Female." As if that were not enough to warn off most men, a unique phraseology was adopted to drive the point home. *The New York Times* of October 16, 1966, carried an ad for a "brite-eyed lassie" to work in a "one-girl office" in the Empire State Building. Another ad, seeking a secretary for an advertising agency, exhorted applicants to "look like a model, act like a lady, think like a man, and work like a dog." Today's want ads are by law free of such sexist, demeaning language, and the help-wanted columns are now labeled "Male/Female." And thousands of secretaries with names like Kirby and Ralph and Art and Greg and Richard and Ed and Les and Bill are taking advantage of the opportunity to nail down good secretarial jobs.

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SAMPLE INTERVIEW QUESTIONS FOR CLOTHING INDUSTRY WORKER

1. What kind of educational background is needed?
2. What are some of the duties and responsibilities of this job?
3. What is salary level of a beginner?
4. What are the possibilities for promotion?
5. How are the hours?
6. What are the working conditions?
7. Where can you be trained?
8. What type of personal characteristics might be needed for this type of job?
9. What kind of personal appearance do you need?
10. Do you find your job rewarding? Why?
11. How do you like your job?
12. How long have you been in this business?
13. How much competition is there for you?
14. If opening a business, how much capital will be needed?
15. How can the capital be obtained? Or how can a business be financed?
16. What is the profit margin of the business, that is gross or net profit?
17. What is the outlook for this business?
18. If a young person is interested in the job, how can he or she be guided into that job or business?
19. How can I get the job I want?

CAREERS IN CLOTHING CURRICULUM OUTLINE

By: Florence Paull, Home Economist, New Providence, New Jersey

Suggested Titles for Course:
Fashion Merchants
Clothing Biz
Know Your Clothes
The Factory
Fashions For Him and Her

Objective: To attract boys as well as girls into a class in the clothing area of home economics.

Overall View of Course:

1. To approach fashions from a merchandising and career-oriented point of view.

2. To teach an understanding of sociological reasons for fashion interest in both the male and female members of society.

3. To trace development of fashion changes in the United States from the nineteenth through twentieth centuries (male/female) taking into account the Industrial Factory System, the Immigration Movement, the Westward Movement, women entering the Suffragette Movement, women entering the business world, women doing war work—World War I, the Nineteenth Amendment, men's fashion changes in the business world as related to their jobs, women doing war work in World War II, Women's Liberation Movement (1960's-1970's).

4. To trace the development of the retail selling movement in the United States: the pedlar system, small family stores, department stores, mail-order houses, discount stores, specialty stores, boutiques, department store chains, small craft shops.

5. To understand the textile changes that have occurred in the twentieth century:
   synthetic and man-made fibers,
   special treatments of natural fibers,
   newest methods of dyeing and printing textiles,
   knits versus wovens,
   laws to protect the consumer: textile legislation, care and use labeling,
     flammability of fiber laws, etc.

6. Advertising: how it affects the consumer dollar and the retailer:
   newspapers, magazine ads, flyers, bulletins,
   mail-order ads (flyers, booklets, etc.),
   radio, television, subway, bus ads,
   in-store displays and posters,
   Special Events Ads:
     performing guests,
     fashion shows in stores, clubs, restaurants, hotels, conventions, etc.,
     classes on weight loss, shaping up,
     charity shows, dances,
     talk and fashion shows to educators and student groups.

How all of the before mentioned whets the appetities of consumers to affect his/her desire for the fashion item.

7. To machine sew, cut, and manufacture simple garments to merchandize through a school "Boutique" for male and female customers. The sewing unit will use simplified trade techniques of assembly line sewing, pressing, finishing of garments, and care and oiling of machines.
Suggested Projects for Male/Female:
pants, shorts, capes, T shirts, simple duffle bags, puffed down jackets, tailored shirts, skirts, vests, etc.

All projects will be worked on by groups, using an elementary form of factory methods.

8. The boutique planned and operated by the students will make a presentation to the school during designated periods, perhaps also taking orders for future manufacturing.

9. One unit will be, Buying for Retail Stores:
electing merchandise from the wholesale market for the customers' needs
placing orders and keeping records,
stocking and ticketing merchandise,
keeping track of merchandise movement and returns,
budgeting,
displays and advertising,
Customer service,
credit, etc.

10. Another unit: Fashion Designing as a Career, investigating following careers: The creative person who designs salable merchandise, the designer in the garment industry, the designer who works in custom design for the individual order, the costume designer for the theatrical world of television, theater, ballet, opera, the accessory designer (jewelry, bags, belts, gloves, shoes, hats, etc.), the textile designer for woven and knit fabrics.

VISUALS FOR NEW COURSE

American Man--200 Years of Authentic Fashion, Butterick Pattern Co. Film strips/ cassettes.

Careers in the Fashion Industry, Butterick Pattern Co. 8 film strips, 8 cassettes.

Who Needs Fashion
Jobs--Lots of Them
Careers in Design and Merchandising
Careers in Manufacturing (Nonsexist material)
Careers in Retailing
Careers in Promotion
Careers in Media
Making your Career Decision

Suiting Everyone, The Smithsonian Museum--80 slides
Costumes for men/women from 1790-1975 (Nonsexist material)

READING MATERIALS FOR NEW COURSE

Craig, Hazel T. Clothing: A Comprehensive Study. Phila, PA. Lippincott. 1973.

Covers: Origin, evaluation of clothing
Fashion and garment industry
Social and psychological aspects of clothing
Selection and care of clothing
Careers in clothing and textiles
Construction of clothing

Garrett, Pauline, and Metzen, Edward. You Are a Consumer of Clothing. Lexington, MASS. Ginn and Company. 1972.

Sewing for Men and Boys. New York, NY. The Simplicity Pattern Company, Inc. 1973.

The Simplicity Sewing Book. Garden City, NY. Doubleday. 1971.

General Techniques

Suiting Everyone. Washington, DC. The Smithsonian Museum. (Accompanies slides, Democratization of Clothing in America.)

Wingate, Gillespie, Milgrom. Know Your Merchandise--For Retailers and Consumers. New York, NY. McGraw Hill. 1975.

Covers: Textiles
Non-textile materials
Apparel and accessories
Home furnishings
Metric tables, etc.

APPENDIX I-I

WHAT IS DESITIN? A MEASUREMENT OF YOUR SEXISM

The purpose of this quiz is to point up the differences in experience and language for men and women in our society, and to allow people to explore their feelings about these differences. It should help teachers to understand the feelings and reactions of the nontraditional student.
Instructions for use of this quiz: Administer the quiz and allow the participants to grade their own papers. After they have marked all of the questions they are to count up the total number correct answers to only the following questions. The males may only count the number correct from the odd numbered questions (1,3,5,7,9) and the females can only count up the ones correct from the even numbered questions (2,4,6,8,10). Top score correct is 5.
Directions: Read each question or statement and check the letter of the statement which best answers the question or completes the statement.

1. What is Desitin?
   ___a) brand of fine quality china
   ___b) product used to prevent diaper rash
   ___c) spice used in flavoring Indian food
   ___d) foot powder for athlete's foot

2. Hash marks are:
   ___a) the marks left by a tennis ball when it hits a clay court
   ___b) yard markers on a football field
   ___c) the marks left by shoe cleats in the turf
   ___d) the dents left in the snow when a skier falls

3. The part of the sewing machine which is used to hold the bottom thread is called:
   ___a) fly wheel
   ___b) feed
   ___c) tension
   ___d) bobbin

4. The accelerator on a motorcycle is located:
   ___a) by the right foot
   ___b) by the left foot
   ___c) on the right handle bar
   ___d) on the left handle bar

5. When a recipe calls for a food to be baked at a medium temperature, it is most likely to mean which of the following temperatures?
   ___a) 250°
   ___b) 300°
   ___c) 350°
   ___d) 400°

6. Which of the following steps would you do first if you were going to change the oil in a car?

   ___a) put a container under the oil pan
   ___b) open the hood
   ___c) remove the air filter in order to get at the oil filter
   ___d) check the oil level with the dip stick

7. A chignon is:

___a) a roll or knot of hair
___b) a type of thin, filmy material
___c) an undergarment used for infants
___d) a special cup used for French tea

8. If a person is referred to as a "probable," that person:

___a) is likely to be in the starting line-up of the next football game
___b) is someone who is likely to make out on a date
___c) is likely to be late for most appointments
___d) cannot be relied on

9. A French knot is a special:

___a) knot used to fasten the sails on a sail boat
___b) type of link used in extra heavy chain
___c) stitch used as a finishing stitch in knitting
___d) decorative stitch used in embroidery

10. A "dwell" is an instrument used to:

___a) measure the angle of point closure
___b) determine the amount of fluid in the transmission
___c) remove lug nuts
___d) tighten the fan belt

Discussion questions: How do you feel about the results? If you had a high score? A low score? Can you relate this to the feelings of a student who is enrolled in a nontraditional course? What does this tell the teacher about such a student?

NJEA INSTRUCTION

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THE DUAL PROBLEMS OF SEXISM AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION IN NEW JERSEY

by Jean L. Ambrose

One in a series of original monographs on current educational issues designed to meet the informational needs of the teaching profession in New Jersey.

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The Women's Rights Task Force on Career Education was created to implement the suggestion of the then chairman of the New Jersey Advisory Council, James Tobin, that the problems of sexism[1] and sex discrimination in vocational education be set forth for possible inclusion in the council's annual report. Out of discussions of this task force has emerged this report, the purpose of which is to provide the council with an overview of the dual problems of sexism and sex discrimination in vocational education.

In New Jersey, sexism and sex discrimination are institutionalized throughout the vocational education system. They work to restrict the vocational aspirations of girls and women and to limit their job opportunities when they seek entrance to the job market.

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This report was originally prepared for the N.J. Advisory Council on Vocational Education and has appeared in NEW DIRECTIONS FOR WOMEN, statewide feminist newspaper.

[1] Prejudice in favor of the dominant sex.

"Discrimination against women, in contrast to that against minorities, is still overt and socially acceptable within the academic community," quoted Senator Birch Bayh during the debate for the Higher Education Act.[2]

How important are a girl's career goals? The question is enough to send shivers through the feminist. But, many educators seem not to be very bothered by it. Indeed, many in the field of education still ascribe to the notion that woman's place is in the home or in jobs related to domestic occupations and that time, effort, and money spent on technical training for girls is wasted because "they will get married and quit the job anyhow." Quite apart from the fact that such an attitude is poor educational policy because it deals with the group and not with the individual, it is also becoming less true everyday.

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In 1971, half of all women between 18 and 64 years of age were in the labor force (the percentage is higher today and continues to rise rapidly) and studies have shown that nine out of 10 girls will work outside the home at some time during their lifetime. The average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force (emphasis added).[3]

What kind of work are women performing? Some 98 per cent of all domestic workers are women; 97 per cent of all secretaries are women; three out of four clerical workers are women. Clearly, our schools are not serving the best educational interests of girls. It requires telling again and again: jobs are sexless. Tradition rather than job content has led to labelling certain jobs as women's and others as men's.

For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.[4]

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2. Congressional Record; February 28, 1972.
3. "The Myth and the Reality"; U.S. Dept. of Labor, Women's Bureau; 1971.
4. Ibid.; "The Myth and the Reality".

Women have the right to expect that in a democratic educational system they may select fields that challenge their talents and help them to realize their full potential and that they will be trained for work that is psychologically and financially rewarding.

In an effort to effect change, the Women's Rights Task Force on Career Education calls the council's attention to how sexism and sex discrimination manifest themselves in the following areas:

Physical Plant. There are presently in use a number of older buildings which were constructed at a time when trade schools were sex-segregated. Although ostensibly coeducational, these schools retain the aura of sex-segregated schools.

The current State Plan for Vocational Education ensures fair and equitable treatment of women...

For example, the Essex County Vocational-Technical Schools in Bloomfield and Irvington offer only the traditional "male" courses while the school at 300 North 13th Street in Newark offers only the traditional "female" courses.

The Middlesex County Vocational-Technical Schools in New Brunswick and Perth Amboy offer "male" courses; the school in Woodbridge only "female" courses.

In Mercer County, the Marie H. Katzenbach School for the Deaf is divided into a boys' department and a girls' department with separate principals. The boys' department offers training in 14 trades; the girls choose from among seven trades.

The task force recommends that these schools be renovated so that some of the traditional "male" and "female" courses are given in each school. The current State Plan for Vocational Education ensures fair and equitable treatment of women and calls for an on-site inspection of at least 75 per cent of the funded programs.[5]

Recruitment. Group recruitment or orientation programs should always be coeducational. For "career days" programs a real effort must be made to find women who are employed in fields heretofore considered "male" so as to provide role models for girls.

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[5] State Plan for Vocational Education, Part II; p. 76.

The task force recommends the creation of a curriculum in the practical arts which would deal with the practical use of tools and skills for everyday living. It would include but not be limited to:

- basic food preparation
- simple sewing and patching
- use of basic hand and power tools
- repair of household appliances
- simple plumbing and electricity
- minor auto adjustment and repair *

The course could be offered as an elective on the eleventh and twelvth grade levels in both vocational-technical schools and comprehensive high schools and be open to all students regardless of field of study.

..while women predominate in the education field, they make up less than 20 per cent of the administrative personnel.

Promotion and Seniority. Discrimination exists against women as employees as well as against women as students. At the present time, there is not one female apprentice-coordinator in all of New Jersey although many women are certified by the State as apprentice-coordinators.

For, while women predominate in the education field, they make up less than 20 per cent of the administrative personnel (if the elementary level is excluded the figure is even lower). The fact is that women are consistently overlooked when it comes to promotion. Male employees with equal qualifications but less seniority are advanced over female employees. Indeed, males are frequently recruited from outside the school system when there are qualified female employees available. Such actions are in direct opposition of Article I of the Governor's Code of Fair Practices and in violation of the New Jersey Law Against Discrimination, 10:5-12.

If we are to retain, and in some cases, regain the confidence of the people in the educational system as a democratic tool, it is essential that positive steps be taken in these areas. This report is not meant to be a comprehensive documentation of sexism and sex discrimination in the field of vocational education. Numerous and additional instances of specific acts of discrimination will be found as the subject is thoroughly examined.

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* ***Educational Studies Committee of the Westfield Parent-Teacher Council.***

Catalogs must be re-written and re-illustrated to present girls and boys engaged in the same training situations. Guidance counselors and teachers, female as well as male, must examine their own prejudices towards women and women's so-called role in order that students not be indoctrinated by the counselor's sterotyped ideas of what occupations are "suitable" or "desirable" for women.

In-service training programs for teachers and administrators similar to those which have been presented on racial prejudice are recommended.

It should be stated at this point, that while this report addresses itself to the problem of discrimination against women and girls, the task force recognizes that boys and men also suffer from sex sterotyping and that a truly androgynous educational system will disregard societal expectations for either sex and deal with each student as an individual.

Courses of Study. Textbooks and audio-visual aides must be reviewed for examples of sex bias and what is more common, subtle inferences that certain occupations are sex-linked or the ability to succeed in a particular occupation is a sex-linked characteristic. Classroom procedures must not be set on the basis of sex, nor shall sex be a criterion for admission to service clubs and school societies.

Schools which still maintain sex-segregated shop and home economics courses must desist immediately. Such policy is opposed to the Governor's Code of Fair Practices, Executive Order No. 21 (Articles VII and IX) and is in violation of the Law Against Discrimination, 10:5-12.

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The Westfield Schools, Westfield, New Jersey, have written an imaginative curriculum to replace the traditional boys' shop, girls' home economics courses. It consists of 14 mini-courses, from which the student chooses any four on a first-come, first-served basis. This curriculum could serve as a prototype for other schools in the state.

The task force urges the inclusion of this report in the annual report of the Advisory Council. In addition, this report should be published and disseminated as a "special paper" to challenge the basic structure within which vocational education works.[6]

The task force also urges the council to take immediate steps to implement a program of affirmative action to be distributed to the various school systems throughout the state, to be applied within their respective schools.

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[6] New Jersey Plan for Vocational Education "An Overview"; State of New Jersey, Department of Education; May, 1972.

FRESH FOCUS ON CAREERS

by Bernice David and Gwendolyn Poole

For three years Thelma Howard was a secretary at Howard University. She thought it was time for a change. "I just got tired of working at a desk, and I wanted a different kind of job," Ms. Howard says. So she applied for a bus driver's job and also put in an application to train as a carpenter's helper in the department of transportation. When the latter came through, she took it.

After training under a Federal Highways Administration program, Ms. Howard is now a carpenter's helper in Columbia, S.C. Working with 40 men, she builds sheds, toolboxes and other small units. Although she works mostly inside now, she recalls that when she first started she and the other woman were assigned to work outside in inclement weather.

Ms. Howard admits that it took a lot of "psyching up" after she made her decision to become a carpenter. "I guess the only thing that I was bothered about were my friends' reactions," she says. "My family was very supportive, in fact, my sister told me about the program," Ms. Howard continues, "but I thought my friends would look down on me and wouldn't understand that this was something I wanted to do – something I thought would make me happy." She finally realized that if they were really friends it wouldn't matter what kind of job she had.

As for her four-year-old son, she says, "He's too young to understand now. And I hope by the time he gets older, my job won't be nontraditional. By then there'll be many other women carpenters."

Thelma Howard is just one woman who has chosen a nontraditional job, that is, work that hasn't normally been done by women. More and more often, other women are making that same choice. These women are taking apprenticeship jobs as electricians, painters, bricklayers and meat cutters. They are training in skilled blue-collar jobs as cable-television installers, telephone linepersons, copy-machine repairpeople – occupations that previously had been held primarily by white males.

Some of these women chose nontraditional jobs as the most direct avenue to higher-paying careers. Generally these jobs pay more than clerical and service occupations and often equal the pay in the teaching and health professions.

Other women are bored with their traditional jobs and seek more rewarding and challenging opportunities. A third group of women just are not interested in the college education route, which in the past led to better-paying jobs for women. Whatever the reason, the number of technical jobs is on the increase, and it makes sense for women to explore them.

The 1964 Civil Rights Act and the Equal Employment Act of 1972 cracked these employment doors. During the late sixties, several "apprenticeship outreach" programs to recruit minority male workers for the building and construction trades began. It was not until the seventies, however, that unions began seriously considering women workers.

Most nontraditional jobs require some on-the-job training. This may include classroom instruction similar to that provided by the building and construction trades. In many of these jobs the worker gets paid while being trained.

For example, the average salary for an apprentice carpenter is about six dollars an hour. A fully trained carpenter, or journeyman, makes about ten dollars. Other building and construction workers earn comparable salaries both as journeymen and as apprentices. Most unions offer their members attractive fringe benefits as well. Benefits vary among unions. However, most offer hospitalization (often including dental care), pension, sick leave and vacation. When these benefits are added to the wages, the worker is receiving about $11 per hour.

Most of these skilled blue-collar jobs require a high school or equivalency diploma. Special knowledge of math, drafting, blueprint reading or the like can be an asset but is not usually necessary. Although the apprenticeship age is between 18 and 26, persons over that age have been accepted into accelerated programs.

A number of programs have been created to assist women in obtaining good nontraditional jobs. They include the National Urban League's Labor Education Advancement Program (LEAP), Better Jobs for Women in Denver, Colo., Other nontraditional jobs may not pay as much as construction jobs, but they offer women different job options and other benefits. For example, if Helen were to become a truck driver, she would have variations in working conditions, hours, etc., depending on the company she worked for. She would be required to be able to drive a truck with a standard transmission. Helen would make about five dollars an hour as a beginning truck driver and would work independently with somewhat flexible working hours.

As a welder Helen will face many of the same conditions as a carpenter. She might be working in a factory instead of on a construction site or she may have to work on scaffolding. Helen would find out that beginning welders earn approximately four dollars an hour.

Once Helen Jones understands what each of these jobs entails, she will be better able to decide what she would like to do most. Clearly physical requirements and safety factors must be taken into account since some jobs are more hazardous and strenuous than others. There are jobs that require workers to lift heavy weights and to climb. All of these factors must be taken into account in deciding what job is best. Often when heavy weights must be lifted, women can team up as men do.

Sometimes overshadowing the desire for a certain job is a woman's low level of self-confidence in her ability to perform the required tasks and some fears about the job itself. Misinformation from years of conditioning usually underlies these fears. After years of hearing that "women can't drive" or "women can't fix things," Helen Jones might need counseling to explode some of these myths. This counseling may be done in a variety of ways, including introducing her to other women who are driving buses or repairing machinery. It may also include taking Helen Jones on a tour of prospective job sites and letting her handle the tools or equipment she would be using. After all of this Helen would still have the option of rejecting the training position, but her decision would be based on facts and experience rather than hearsay.

Every woman must be honest with herself about what she is willing to do or feels she can do. For instance, Yvette Montgomery, before she quit her job, was the only woman cable-television installer in her city. Yvette, who is a wife and the mother of five (the youngest is six months), weighs 130 pounds. But her job required her to lift reels of cable weighing 75 pounds and to carry even heavier reels as she climbed 40-foot poles to install cable television in homes. To drop cable wire into the houses, she also had to drill holes, which was hard on her stomach and pelvic region.

However, it wasn't the lifting or the drilling that made Yvette reluctantly quit her job—it was the climbing. "I fell once and bruised my leg and arm badly. But the next day I had to get out there and climb again," she said.

Yvette Montgomery also pointed out that to a great extent the success of workers in any type of hazardous job depends on the employer. If the employer is willing to make sure that workers are properly protected, it becomes much less dangerous for any worker. In Yvette's case her employer didn't go to the extra expense of buying her the smaller-sized cleated shoes and gloves that she needed. Consequently she had to use inadequate equipment, making her job all the more difficult.

The final step in the job-placement process would be that of actual placement. For Helen Jones LEAP staff members would contact business, industry and labor and make every effort to find her the most ideal job.

Even after the woman is placed on the job, the work of the LEAP recruiter/counselor is not over. Women are contacted after they begin work to find out how they are adjusting, to discuss any potential problems, suggest solutions and to talk with co-workers or supervisors if necessary.

It is no surprise that men who work with women in nontraditional jobs are skeptical about women's abilities. Usually once a woman has begun work and proven that she can do the job without special considerations, male skepticism disappears. Yvette Montgomery says that the male installers "didn't like it at first" when she was hired. After they saw her determination to succeed, "they didn't want me to quit. They even offered to help me when they could." But she realized that she had the responsibility of doing her own job. "You can't expect a man to help you with your job when you're making the same pay he is," she adds.

Carpenter's helper Thelma Howard says she was warned during her training that the older men would probably be crabby and less open to working with women. "But it was just the opposite," she says. "The younger men were the ones who wouldn't talk to us while the older men were willing to help." In contrast other women report that younger men are more cooperative than older workers.

If you are thoroughly acquainted with the job and what it entails before employment, you are more likely to be satisfied and more able to adjust to the new job. Annette McClain, who works on the assembling of the Alaskan pipeline says, "They had explained the job so thoroughly beforehand that I had no problems. For the first couple of weeks I had sore muscles from lifting, but after that it was no problem."

And their families' reactions? "My husband just said that he wasn't going to come to my funeral," says Yvette. Annette says, "My children were concerned because I came home so dirty; they couldn't imagine what I was doing that could be so dirty." Once she explained exactly what her job entailed, including using tar to seal the pipe segments, they understood.

The new job seldom requires a major change for the family. In Annette's case although she was working the graveyard shift, from midnight to eight, her six children, ranging in age from five to 18, were able to baby-sit themselves.

Hazel Wright is a bank auditor in Columbia, S.C. She audits the financial books of bank branches, checks on the banks' operating systems and makes sure proper procedures are being carried out. It is a job held by few women and Hazel was the first Black. Ms. Wright's job does include some traveling, and because she's a widow, she's had to make special baby-sitting arrangements for her two children.

Most women encourage other women to try the nontraditional route. Bank auditor Wright says, "I think women should try it. Once they do they'll find the jobs not so different or so very hard." Alaskan pipeline worker Ms. McClain says, "Basically, I would say you must believe in yourself. But be reasonably sure that you can do whatever the job requires physically."

APPENDIX I-III

Women in Apprenticeship in San Francisco, Minority Women's Employment Program, headquartered in Atlanta, Ga., and the Work Incentive Program, which operates in many major cities.

LEAP began as the apprenticeship outreach arm of the National Urban League eight years ago. It recruits, counsels and places minorities in the building and construction trades. In 1974 it began recruiting women for high-paying, upwardly mobile, skilled worker and apprenticeship positions traditionally held by men. The program operates women's components in 14 cities: Akron, Ohio; Atlanta, Ga.; Baltimore, Md.; Chicago; Colorado Springs, Colo.; Columbia, S.C.; Kansas City, Mo.; Los Angeles; Peoria, Ill.; Portland, Ore.; St. Louis, Mo.; St. Paul, Minn.; Tacoma, Wash., and Tulsa, Okla. By the end of 1975 LEAP had placed 800 women in nontraditional jobs.

Like Thelma Howard, many women who come into LEAP's offices are simply seeking work. They have not necessarily considered nontraditional jobs. However, once they are told about salaries and benefits, they seriously consider such employment

There are, however, some women who have always worked in these occupations. Betty Hill, a drill-press operator in Kansas City, Mo., has worked as an auto mechanic, welder, carpenter and in body and fender repair—traditionally male jobs—for the past nine or ten years. So has Annette McClain of Tacoma, Wash., whose most recent job has been working on segments of the Alaskan pipeline. Ms. McClain says, "I hate to sit in an office. I prefer working outside."

Once a woman has agreed to consider this line of work, she must realistically be told the nature of the available work including a tour of actual job sites. Each position has different physical, educational and training requirements. The woman should consider the safety factor as well as the possible effect of the job on her family.

Both Bernice David and Gwendolyn Poole work for the National Urban League's LEAP program. Ms. David is assistant director for the program. Ms. Poole serves as Coordinator of the Women's Components.

Suppose, for instance, that Helen Jones is considering a nontraditional job. She is a high school graduate, married and has three children. In the past Helen has been a secretary and clerical worker. She is of average stature, weighs about 125 pounds and is considering the following jobs: apprentice electrician, construction flagperson, welder and truck driver; all are union jobs.

Helen and the recruiter/counselor must consider her education, work experience, family as well as potential working conditions and job salary. She must know that electricians work both indoors and outdoors, that the work requires climbing, crawling and reaching—constant physical activity. She must pass the electricians' examination given by the local building and trades council and then complete approximately 8,000 hours of on-the-job and classroom training. She should know also that the apprentice electrician must buy those books, supplies and tools required by the apprenticeship committee.

The work may be seasonal, sometimes with slow periods during bad weather. An electrician's hours may vary, often requiring the worker to be on the construction site as early as seven o'clock in the morning. But Helen should also be told that as an apprentice electrician she will make $5.85 per hour and will be eligible for union benefits. After her apprenticeship she will make around ten dollars per hour, depending on the city in which she works.

She might find that the seasonal nature of the job and the early hours work out well for her family. If she gets to work at seven in the morning, then she can be home when her children arrive from school. If there are employment lags when construction is slow, she may be able to devote more time to her family and to provide some additional assistance to her husband in performing the household chores. If Helen has stamina, likes the outdoors and working with her hands, this job is ideal.

As a construction flagperson, Helen's main tasks would be to direct traffic around highway construction and in and out of construction sites. She would be working outside and might have early hours as well. The beginning salary is almost eight dollars an hour.

Now that the wall of discrimination has been cracked, the next step should be insuring that each woman can decide her own job destiny and be assured of upward mobility in that job. If you are unhappy or stymied in your present job, begin looking at other options. Programs like the Urban League's LEAP can help you explore the full range of possibilities.

Once you have found a job you think you would like, you must find out what you need to get it. It might include further schooling or some on-the-job training. You must look beyond the job to see what your future in that job is.

"Society's stereotypes must be changed, and even today vocational education for women is inadequate," says LEAP's national director, Napoleon B. Johnson, II. "But each woman must believe in herself and must not use past discrimination as an excuse for not applying for different jobs. Each woman must realize that she is in charge of her own destiny."

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